

The Southern Speech Journal

VOLUME XV

SEPTEMBER, 1949

NUMBER 1

APPLICATION OF THE *LINGUISTIC ATLAS* METHOD TO DIALECT STUDY IN THE SOUTH-CENTRAL AREA

RAVEN I. McDAVID, Jr.*

With the recent completion of the Middle Atlantic field work, the *Linguistic Atlas of the United States and Canada* has reached the stage when it is important to decide upon the next area to be investigated. Since the American Council of Learned Societies authorized this project in 1930, many scholars and institutions have concerned themselves with it. Its importance is obvious: to the historian of the English language, as a tool for ascertaining the spread and obsolescence of speech-forms; to the teacher of spoken and written English, as a guide to what actually constitutes the usage of cultivated speakers;¹ to the regional sociologist, as a means of actually setting off the regions to be studied, on the basis of man's most characteristic activity as a human being—his language. At present the Gulf States and Lower Mississippi Valley constitute the oldest-settled area in which no systematic work has been done, and Pro-

*Professor McDavid, who is "Field Investigator, Linguistic Atlas of the United States and Canada," and visiting Assistant Professor of English at the University of Illinois during the year 1949-1950, presented this paper at the 1948 meeting of the South-Central Modern Language Association, Norman, Oklahoma. During the summer of 1941 and during the period 1946-1949, he has completed the field work for the Middle Atlantic and South Atlantic States, left incomplete by the death of Dr. Guy S. Lowman, Jr., in 1941. Professor McDavid has completed the field work in Michigan and northwestern Ohio for the North-Central survey, and is now completing the field work in Illinois. Funds for this work have been given by the Julius Rosenwald Fund, the American Council of Learned Societies, the University of Michigan, the Ohio State Historical Association, Western Reserve University, and the University of Illinois.

¹For example, in the South Atlantic area, even the most cultured speakers prevaillingly use—*in* as the participial ending, and almost every cultured informant occasionally uses *ain't* and the double negative; in the Northern area—New England, Upstate New York, and their North Central derivatives—normal cultured usage includes such traditional "grammatical errors" as *hadn't ought to* and *sick to one's stomach*.

fessor Kurath, Director of the *Atlas*, is anxious that work in this area should begin as soon as possible. It is the purpose of this paper to indicate how the *Atlas* proceeds, and how its techniques may be adapted to the South-Central area.

The present state of research in American dialect geography may be briefly summarized. Under the immediate direction of Professor Hans Kurath of the University of Michigan, are the Linguistic *Atlases* of New England, the Middle Atlantic States, and the South Atlantic States—comprising the Atlantic Seaboard states from Maine through South Carolina, plus West Virginia, Eastern Georgia, and border-points in New Brunswick, Ontario, Ohio, and Florida. In this area the New England materials have been published, and field work for the other two sections has been completed. The North-Central area, under the direction of Professor A. H. Marckwardt of the University of Michigan, includes Wisconsin, Michigan, Indiana, Illinois, Ohio, Kentucky, and some border points in Western Ontario; field work has been completed in Wisconsin and Michigan, and only Indiana seems likely to be incomplete by the summer of 1950. The Upper Mississippi Valley *Atlas*, under the direction of Professor Harold Allen of Minnesota, will include Minnesota, Iowa, the Dakotas, Nebraska, and probably border points in Ontario and Manitoba; field work in Minnesota has been completed. In Canada, Professor Henry M. Alexander of Queens University, has nearly completed field work in the Maritime Provinces—New Brunswick, Nova Scotia, and Prince Edward Island. The area of interest for the South Atlantic and South-Central Modern Language Associations could well include Western Georgia, Florida, Alabama, Tennessee, Mississippi, Louisiana, Texas, New Mexico, Oklahoma, Missouri, Kansas, and Arkansas; in this area, Mrs. W. R. Barrett of the University of North Carolina, has studied the speech of Southeastern Alabama; the students of Professor C. M. Wise of Louisiana State, have done many local studies which should at least provide valuable preliminary material, and Professor Bagby Atwood of the University of Texas, is preparing a work-plan for his state.

It should be emphasized, of course, that the *Atlas* type of investigation does not claim to settle all problems of dialect study; no method can do that. Nor does it rule out the possibility of future intensive investigations of small areas, or research in dialect lexicography leading towards a dialect dictionary. What the *Atlas* claims

to do is to provide a framework—to sketch the major dialect areas and sub-areas and to indicate their position within the dominant linguistic and cultural patterns, so that further work can be carried on more effectively.

For instance, suppose it was decided to prepare a dialect dictionary for South Carolina. Granted unlimited funds and personnel, a county-by-county and township-by-township investigation would in the long run produce an admirable body of material. But suppose funds are limited, as they always are? Then it is important to pick the communities for investigation so that the greatest body of useful material can be gathered for the least expenditure of money. Now that the *Atlas* materials are in and have been roughly analyzed, one knows these facts about local dialects in South Carolina: (1) There are two main types, which may be designated respectively as Up-Country and Low-Country, identified respectively by the use of *plum peach* and *press peach* for the clingstone and *snake doctor* and *mosquito hawk* for the dragon fly, the boundary between the two types roughly following the Fall Line. (2) In the eastern part of the state, in the Pedee Valley, are evidences of affiliation with the Highlander settlements of the Cape Fear Valley in North Carolina, as evidenced by such words as *open peach* for the freestone, *fireboard* or *mantelboard* for mantelpiece, *shivering owl* for screech owl, and *stove room* for kitchen. (3) The northwest corner shows relationships to mountain speech in such words as *homemade cheese* for cottage cheese and *redworm* for earthworm. (4) The north-central area shows affiliations with the speech of the Charlotte area in North Carolina, as in *family pie* for a deep-dish pie, *griste* (riming with *sliced*) for a load of grain taken to mill, and *liverel* for liver sausage. (5) The strip within forty miles of tidewater, from the Waccamaw Neck to the Savannah River is (a) the focal area² for the Low Country, with such words as *mutton corn* for green corn, *cooter* for turtle or terrapin, *sivvy beans* for lima beans (along with the general South Carolina term *butterbeans*,³ *yard-ax* for a poorly

²A focal area is an area whose economic, political, or cultural prestige has led to the spread of its speech forms into surrounding areas. A area relic is one whose geographical or cultural isolation has made possible the preservation of old speech-forms that have been lost elsewhere.

³In Michigan and New York State *butterbeans* is the term applied to the yellow wax string beans.

trained part-time preacher, *fatwood* for rich pine, and the *joggling-board* as a piece of front-piazza apparatus for children (and sometimes adults) to play on. It is also (b) an area of extreme local diversity, with the wishbone appearing as a *breakbone* in Georgetown and a *lucky-bone* in Beaufort, the bullfrog, generally a *bloody-noun* in the coastal area, also a *buddy-dunk* in Georgetown, and *dog-irons* a common designation for andirons north of the Edisto River but rare south of it. Furthermore, several communities turn up as relic-areas, with words that have been lost—or never used—elsewhere. Thus in the swamps of Berkeley County a seesaw is a *jinky-board* or *janky-board*; in the area of old Williamsburg County—and nowhere else in South Carolina—cows are called to the tune of *co-boss!* or *chay!* as well as the usual Low-Country *co-ee* and *co-wench!*⁴ the lower Savannah Valley yields *cripple* for scrapple,⁵ *mantel-shelf* for mantelpiece, and a variety of terms for the earthworm (some, like *townworm* and *hamestring*, apparently peculiar to this area); and the Dutch Fork between the Saluda and Broad Rivers turns up such relics of the early German settlement as *clook* for setting hen, *rainworm* for earthworm, *smearcase* for cottage cheese, and *snits* for dried apples or peaches.⁶ With this information available, the investigators for a dialect dictionary could select about a dozen communities and be sure of getting almost everything that occurs in the dialects of South Carolina, with a fair notion of its distribution.⁷

⁴*Co-boss!* is the common Northern term—in New England, Upstate New York, and Michigan—but is very rare in the South; *chay!* has been recorded only for the Williamsburg area in the United States, and for Antrim, and Down in Northern Ireland.

⁵*Cripple*, apparently derived from a South German dialectal form *Kriebelen*, has probably spread from the old Salzburger settlement at Ebenezer, about thirty miles above Savannah.

⁶German, of course, has long since disappeared as a functioning language. My oldest informant, an octogenarian, said that his grandmother occasionally spoke German and could read the German Bible, but that her normal language was English.

⁷The application—and relative efficiency and economy—of this procedure on a national scale has been pointed out in my "Some Principles of American Dialect Study," *Studies in Linguistics*, Vol. 1, No. 12 (1943), and in Professor Kurath's preface to Mrs. Phyllis Jones Nixon's *A Glossary of Virginia Words*, Publication of the American Dialect Society No. 5 (1946).

It cannot be emphasized too strongly that any valid work in dialect geog-

But how is this *Atlas* material gathered and put together? As has been suggested already, it involves a sampling operation. In a relatively small number of communities, a limited number of native informants (usually two per community—a member of the oldest living native generation, 65 or older, with a minimum of travel and formal education; and a middle-aged person who has been to high school)⁸ are interviewed by a trained field-worker who records in narrow phonetic notation their responses (in as nearly a conversational situation as possible) to the items of a prepared questionnaire designed to get an adequate picture of each person's pronunciation-patterns and a sampling of his grammar and vocabulary. Later, at a central office, the field records are collected and the responses to each item tabulated; that is, such a tabulation would show whether the informants said *dragon fly*, *mosquito hawk*, *snake doctor*, *snake feeder*, *snake waiter*, or *darning needle* (or perhaps something else), and how each one pronounced the word he did use. The results may be published as maps or as tables. From field records, maps, or tables the student may plot on outline maps the occurrences of particular items of pronunciation, grammar, or vocabulary. When the same item occurs in a number of adjacent communities, the student then draws a line setting off the area in which the item occurs from that in which it does not occur. Such a line is called an *isogloss*; a bundle of isoglosses roughly coinciding sets off a *speech-area*.

This brings up the practical application of the *Atlas* method to the South-Central area, and to such practical questions as: (1) how many communities should be investigated? (2) what sort of questionnaire should be used? (3) how many field-workers should be used and how should they be chosen? The choice of a director, who should serve as editor-in-chief, might be made by regional committees in consultation with the Committee on Linguistic Geography

raphy demands the use of a standard questionnaire throughout the area being investigated, so that comparable data can be obtained.

⁸Cultured informants—with a college education or equivalent—are interviewed in about one-sixth of the communities investigated.

of the American Dialect Society.⁹ To the other questions one cannot give definitive answers, since the director will and should have the final say; but one can indicate what has been the practice so far, and how it may be applied to the problems of this area.

For the New England area, of six states and border communities in New Brunswick and on Long Island, 416 informants were interviewed in 213 communities. Roughly the same scale has been followed in the Middle Atlantic and South Atlantic areas, on the principle that the earliest-settled portions of the country would have the greatest number of distinctly local dialect-types and hence should be studied most intensively. For the North-Central survey under Marckwardt's direction—an area of more recent settlement and less sharply defined local diversity—the practice has been to choose about 25 communities to a state, with two informants to a community. This scale would seem applicable to most of the South-Central area—that is, 25 communities each in Tennessee, Alabama, Mississippi, Louisiana, Arkansas, Kansas, and Missouri, and fifty in Texas because of its size. For the more recently settled areas—Oklahoma, New Mexico, and Colorado, where communities with English-speaking natives over 65 are rare (in two Michigan communities and one in New York State, I found no native over 60)—a wider-meshed sampling might be recommended, say about ten communities each in Oklahoma and Colorado and five in New Mexico. With about ten communities in Florida and fifteen in Western Georgia, the scope of an *Atlas* for this entire area would include about 275 communities, or about 550 informants. These are, of course, round numbers in terms of an ideal project. The number of communities might well be varied somewhat for individual states according to the facts of local population-history. And it might not be practicable to include the entire region at first. But this does not invalidate an over-all plan, or the wisdom of seeking the cooperation of all major institutions in this area.

The selection of communities within a state is made in terms of what is known of the population-history. All the earliest settle-

⁹At the 1948 meeting, the South-Central Modern Language Association chose a committee on linguistic geography headed by Professor Atwood of the University of Texas. Professor A. H. Marckwardt, of the University of Michigan, is chairman of the Committee of Linguistic Geography of the American Dialect Society.

ment-areas and all the major cultural foci, early and late, should be included, with a generous selection of communities settled by homogeneous groups—whether South Carolinians, Vermonters, Black Irish, or Czechs. Authorities on state history should cooperate, and for spacing the communities a preliminary questionnaire-investigation by mail might be helpful.¹⁰

For the New England, Middle Atlantic, and South Atlantic areas, Professor Kurath and his field workers used questionnaires of about 750-800 items, organized around topics of everyday conversation—the questionnaire for each region being slightly different from that for the others. Professors Marckwardt and Allen are using a generalized shorter questionnaire, also devised by Professor Kurath, of about 525 items; both have modified the questionnaire, deleting some items not relevant to their areas and adding others, but the length remains about the same. For the South-Central area it would seem desirable to use this shorter questionnaire, again slightly but carefully modified in terms of the culture of the area.

On the New England *Atlas* nine field-workers were employed, their contributions ranging from the 11 field records by Lee Hultzen and the 13 by Marguerite Chapellaz to the 87 of Bernard Bloch and the 158 of Guy S. Lowman. For the Middle Atlantic and South Atlantic areas, Dr. Lowman did at least four-fifths and I did about a fifth (one record by Bloch, that of my speech, is included in the South Atlantic material). To the North-Central survey at least seven field-workers have already contributed; Miss Virginia Glenn has shared the Minnesota field work with Professor Allen, who expects to develop other field-workers to help complete his survey. Approaching the problem from the experience of the field work in Michigan, one can estimate that 25 communities—or a state, at the North-Central scale—can be done fairly comfortably in six months, so that a project of the scope here outlined would require about 5½ years of field work. Despite the obvious advantages of having all the work done by one person, it might be difficult to arrange the pooling of funds to support a single field-worker for such a long

¹⁰The validity of the questionnaire-method for a preliminary survey has been demonstrated by A. L. Davis, "A Word Geography of the Great Lakes Area," Ph. D. Dissertation, University of Michigan, 1948. A similar mail-questionnaire is now being used by Professor Atwood, as an aid in selecting the Texas communities.

period, even if he were willing to stay at work so long.¹¹ Moreover, local universities might have a keener interest in supporting the project if some of their students (who might use their field work for doctoral dissertations) could be used as field-workers. At least nine institutions in this South-Central area—Texas, Louisiana State, Tulane, Arkansas, Missouri, Oklahoma, Florida, Alabama, and Auburn—have persons on their faculties who either have done field work or are competent to train field-workers. The only reservations one should make are (1) that each person's field work be planned in blocks of at least 15 to 25 communities, so as to reduce the number of potential personal boundaries in transcription-practices (a somewhat troublesome problem at times in handling the New England *Atlas*), and (2) that all potential field-workers, from whatever institutions, be required to undergo training from someone experienced in *Atlas* techniques.¹² Naturally, not everyone interested in dialects is qualified to be a field-worker—a real interest in people and an ability to get along with them is as necessary a part of the equipment as the ability to distinguish fine shades of pronunciation. But much can be learned under the proper direction.

These are a few of the questions suggested by experience in the field and in handling the materials that have been collected. The Gulf States and Lower Mississippi Valley are so important to the

¹¹Dr. Lowman was engaged almost continuously in field work from the initiation of the *Atlas* project till his death in 1941. With slight interruptions, my field work has been done continuously over about four and a half years. It is probably inadvisable to do uninterrupted field work for more than two years.

The problem of interpreting personal boundaries may be simplified by meshing the territories of the field workers in such a way that the boundaries will not likely coincide with the boundaries between speech-areas. This problem, as well as other problems involving transcription-practices, can be partially solved by having a limited number of interviews, widely spaced, done by an experienced field worker whose transcription-practices are a matter of record.

¹²Members of the *Atlas* staff regularly give training in linguistic geography and field methodology at the Linguistic Institutes held every summer under the joint sponsorship of the Linguistic Society of America and a host university (the University of Michigan 1936-40, 1945-; the University of North Carolina 1941-42; the University of Wisconsin 1943-44). Practically all of my linguistic training, and a considerable portion of that of other field workers, has been received at these Institutes. In recent years several fellowships and scholarships have been available.

study of American English and American regional culture that it is earnestly hoped a dialect survey of this area may be undertaken before the local characteristics are too completely worn down by migrations and education and the influence of the radio, the movies, and the mail-order catalogue.¹³ The dialect material in the area is very rich; excellent local scholars are available to conduct such a survey; and the staff of the *Linguistic Atlas* and scholars in other regions will gladly cooperate.

¹³The mail-order catalogue has certainly been one of the reasons why the commercial term *window shades* has replaced the older folk terms *curtains* and *blinds*. See my article, "Dialect Geography and Social Science Problems," *Social Forces*, XXV (1946), 168-72.

CONSISTENCY OF JUDGMENTS OF VOICE QUALITY

JESSE J. VILLARREAL*

The conventional description of oral speech accounts for the differences between individual voices by analyzing differences in rate, pitch, force, and quality. Of these, voice quality is the most difficult to define and the most difficult to classify objectively. Subjectively, voice quality is the distinctive sound of the voice. From the point of view of acoustics, voice quality is determined by the inter-relation of fundamentals and overtones in the sound waves produced by the vocal mechanism. From the point of view of the physiology of the vocal mechanism, voice quality depends upon such factors as the size, mass, and mode of vibration of the vocal folds and the modifications of the laryngeal note by the size, shape, texture, and interaction of the various cavities through which the vibrating column of air passes in the process of producing articulate speech.

The critics of speech, lay or professional, distinguish between examples of good and bad voice quality on the basis of the subjective "pleasantness" or "unpleasantness" of the sound of the voice. In the effort to be more specific in indicating the kind of pleasantness or unpleasantness, the critic is compelled to use regrettably vague qualitative terms. Matthews,¹ in a recent study of speech examinations in American educational institutions, presents a brief sampling of typical terms referring to voice quality in the tests she examined. The list includes terms like denasal, free, flat, full, glottal, tense, guttural, harsh, hoarse, hollow, husky, infantile, metallic, muffled, nasal, noisy, pectoral, shrill, strident, thin, throaty, tremulous, and unemotional.

The use of such terms in diagnostic and evaluative tests assumes that the listener, at least the trained expert, can accurately identify these voice qualities when he hears them. And, perhaps even more important, it is assumed that the trained listener can determine the

*Associate Professor of Speech and Director of the Speech and Hearing Clinic, University of Texas.

¹Hannah Polster Matthews, "Voice and Speech Examinations in American Educational Institutions," *The Quarterly Journal of Speech*, XXVIII (Dec., 1942), 456-461.

point at which these qualities, singly or in combinations, require remedial attention. On the level of clinical experience, of course, we are painfully aware that no such precision exists.

Since the acoustic physicist may describe, with considerable accuracy, the contributions of various parts of the sound spectrum to particular samples of voice, it might be hoped that the human ear is affected by these sound components in a way that would make judgments of the relative pleasantness of different voices automatic and consistent.

Investigations into the acoustic characteristics of good and bad voice quality imply some such consistency. The investigator, in subjecting samples of voice to instrumental analysis, must first choose samples of voice that he believes to be good and bad in quality, either on the basis of his own judgment or that of "experts." The general significance of the conclusions of such investigations is reduced if differences in voice quality are shown to be statistical preferences rather than the inevitable effects of particular sound components upon the hearing mechanism.

A further weakening of our confidence in the standards by which a voice is said to be good or bad would seem inevitable if it can be shown that judgments of voice quality are subject to conditioning and systematic modification. In this event, we would have to admit, within limits at least, that a given sample of voice quality is not simply good or bad, but will be judged better or worse according to our particular experiences and prejudices. There is some experimental evidence that such modification does occur. Black,² for example, reports that

college experience alters voice judgment somewhat and that experience of a beginning study of speech systematizes the changes, irrespective of the quality of work done in the course. Pre-college preferences are closely associated with functional pitch range, conditioned of course by other factors. College experience, particularly the study of speech, contributes greater significance to temporal characteristics and to the number of changes in pitch especially.

One is reminded of the considerable changes in opinion regarding the pleasantness of sound combinations in modern music, and the notori-

²John W. Black, "A Study of Voice Merit," *ibid.* (Feb., 1942), 67-68.

ous instability of judgments of the ingredients of physical beauty in various cultures.

The problem raised here is of practical importance to the speech therapist because he must determine, when he hears the voice of an applicant for assistance, whether this voice requires remedial attention and, if so, along what lines the therapy shall proceed. Not all decisions to initiate voice therapy, of course, hinge upon the clinician's subjective judgment. There are two important exceptions: first, those instances of deviation in voice quality that demand treatment because they are involved in modes of voice production that are physically uncomfortable or harmful to the producer; and second, those that demonstrably interfere with the intelligibility of what is said. With these categories of voice disorders we are not concerned here. But, perhaps in the majority of cases, a program of voice improvement is justified not because the voice qualities being considered are physically injurious or interfere with the clarity of what is being said, but because these qualities are held to be unpleasant for the listener.

What is said here with regards to the speech therapist applies with even greater force to the general teacher of speech, who only rarely encounters the more severe types of voice disorders, but who routinely undertakes to identify and give assistance to voices that are in need of improvement.

I. *Statement of Purpose.* In this study, experimental procedures are used to find answers to these questions:

1. What kind of consistency will listeners show in judgments of voice quality by classification according to category of excellence and by preferential rating?

2. Are there differences in the consistency of judgments of voice quality by listeners of different levels of experience and training?

3. What kind of consistency will judges of different levels of experience show in repeated ratings of the same voices?

II. *Review of Literature.* Most of the studies dealing with voice quality have been concerned with analyzing samples of voice from the standpoint of acoustic physics or the physiology of the vocal mechanism. In comparative studies concerned with the physical differences between good and poor voices, it appears that the samples to be analyzed are designated good or bad by expert judges,

although little is said about the acceptability of this criterion.

In the present study, we are not concerned with what makes a voice good or bad, but with the dependability of the judgments by which one voice is said to be better or poorer than another. A few studies have dealt with this problem.

Lewis and Tiffin³ were primarily concerned with the characteristics of good voice, but the findings are relevant here because the authors report uniformity in the preferences of university sophomores, public school teachers, and graduate students and teachers of speech in the selection of good speaking voices.

Wilkie⁴ was concerned with the reliability of judgments of diction rather than voice quality. When judgments are based upon the way speech sounds are produced, Wilkie reports wide differences of opinion among expert raters and concludes that a reliable statement regarding an individual's habits of pronouncing the various speech sounds must be based on the composite opinion of several judges.

The study by Black,⁵ reporting systematic differences in the voice-quality preferences of students before and after speech training, has already been noted.

Timmons and Moses⁶ had relatively inexperienced and untrained listeners rate voices on a three-division scale. Using the group opinion as the criterion of excellence, they found considerable variation, better agreement on poor voices than on good ones, and more reliable ratings by groups of judges rather than by single judges.

Knower,⁷ as well as Bryan and Wilkie,⁸ report studies both of

³D. Lewis and J. Tiffin, "A Psychophysical Study of Individual Differences in Speaking Ability," *Archives of Speech*, I (1934).

⁴Walter H. Wilkie, "The Development and Application of a Scale for Measuring Diction," *The Quarterly Journal of Speech*, XXIV (April, 1938), 268-281.

⁵Black, *loc. cit.*

⁶William M. Timmons and Elbert R. Moses, "The Reliability of General Ratings or Voice and Diction Proficiency," *Educational Research Bulletin*, XX (Jan., 1943), 11-23.

⁷Franklin H. Knower, "A Study of Rank-Order Methods of Evaluating Performance in Speech Contents," *Journal of Applied Psychology*, XXIV (Oct., 1940), 633-644.

⁸Alice I. Bryan and Walter H. Wilkie, "A Technique for Rating Public Speeches," *Journal of Consulting Psychology*, V (March-April, 1941), 80-90.

which are concerned with judgments of total speech performance rather than voice quality alone, but it is reasonable to assume that voice quality is an important factor in such general judgments, and therefore that what is true of general judgments of a speaking performance will likely be true of judgments of voice quality.

Knower found that the mean average deviation in judging contest speaking is slightly over one rank position. He reported average correlations of only .46 between two judges in extempore speaking contests and .35 for contests in declamation. He further estimated that 8 judges would be needed in an extempore speaking contest to produce a reliability coefficient of judgments of .87, and that 16 judges would be required in a declamation contest to achieve a comparable coefficient of reliability. It is interesting to note that, by Knower's findings, twice as many judges are required in a declamation contest to achieve the same degree of reliability as in an extempore speaking contest, since in declamation voice quality is relatively so much more important.

The same general observation, that reliability of judgement increases as the number of judges increases, is reported by Bryan and Wilkie. In investigating the reliability of a scale for ranking speech performances, they found a reliability for the scale of .66 for five raters, .83 for ten raters, and .91 for twenty raters.

III. Procedure. Sixteen voices of college students reading three sentences from a standard speech test were recorded. The material was part of a standard passage for testing articulation, suitable for high school students. From the sixteen recordings, three male and three female samples were selected for the test. In choosing the voices, an effort was made to exclude any that would be easily distinguishable by characteristics other than voice quality, and to present a range of good, fair, and poor voices, with one male voice and one female voice in each category.

The six recordings were then played in a random order before a group of 36 judges, of which 12 were members of the staff of the University of Texas department of speech, 7 advanced speech students, and 17 students enrolled in a beginning course in speech.

The judges were asked to rate each voice by two methods. The first rating was to place each voice in one of five categories: 1, excellent; 2, good; 3, average; 4, fair; and 5, poor. The second method was to rank each voice in order of preference.

In a second presentation, in which the judges were simply instructed to rate a second group of voices by the same methods, the same six voices were heard in a rearranged order.

Rankings from the judges' ballots were then studied for evidence of consistency of judgment of voice quality.

IV. Results.

1. Ratings on a Five-Division Scale of Excellence.

a. The ratings summarized in Table 1 indicate that ratings of voice quality on a scale of excellence produce great individual variations at all levels of experience. In the present judgments of six voices, two were placed at least once in every possible division of a five-point scale; three were placed in four different categories; and one was placed in three different categories. This spread in individual evaluation is in agreement with the predominant findings of similar studies.

b. If we examine agreements among our judges in classifying voice quality, this preliminary impression of spread in individual evaluations is substantiated. Table 2 shows the percentage of agreement for all judges in classifying voice qualities. The highest agreement for the six voices was for Voice 2 (65.3%), and this was the only instance in which the agreement was as good as 50%. The percentage of agreement for all ratings of all voices was 42.8%.

The percentage of agreement found in the present study was considerably smaller than that reported by Timmons and Moses in their investigation of the reliability of general ratings of voice and diction proficiency. They reported a two-thirds or better agreement in the classification of 77 out of 93 recordings. One reason for the better agreement of judges in the Timmons-Moses study undoubtedly is that in that study a three-division scale was used, whereas in this study a five-division scale was used. Consequently the opportunity for disagreement was greater in the present study. Still, it is a striking indication of the considerable variation in individual judgments of voice quality that in only one case out of six did as many as half the judges place a voice in the same category, while for half the voices barely a third of the judges agreed on the category of placement.

c. The Timmons and Moses study reported markedly bet-

ter agreement in the classification of poor voices than in good ones. Knower likewise was of the opinion that judges are more likely to agree on things they disapprove of than things they approve of. An examination of Table 2 indicates that the present study offers no support for this general observation. It is true that the smallest percentage of agreement (30.6%), occurred in the case of the voice that, in the composite opinion of the whole group, ranked first. But the greatest agreement occurred for the voice ranked second by the group, while the two voices ranked lowest by the entire group produced the second and third lowest percentage of agreement, exceeded only by the voice ranked first.

d. It might be assumed that agreement in assigning voice qualities to categories of excellence would increase with the level of experience and training of the judges. Such an increase in agreement might be anticipated for either of two reasons: first, because experienced judges are better able to distinguish between good and poor qualities; or, second, because training and experience serve to establish standards of good voice quality which, even though arbitrary, are at least uniform.

It is interesting, in the light of this reasoning, to examine the data of the present study to see if there was greater agreement among the "experts" than among the relatively untrained judges. Table 3 shows the percentage of agreement in the classification of all voices by each of the three sub-groups of judges. It will be seen that only one sub-group of judges scored better than 50% agreement in its classifications of all voices. This was the advanced speech students, with 54.8% agreement. If training and experience contribute to a stabilizing of concepts of good voice quality, the faculty group, the most experienced of our three sets of judges, should have shown the highest percentage of agreement. Instead, the faculty group had the lowest percentage of agreement of any of the three groups, 39.6%.

e. In sharp contrast to the considerable variations in individual opinion regarding voice quality, group judgments exhibit a high degree of stability. In the present study, as will be seen from Table 1, correspondence of groups of judges for category placement was perfect except that in two cases the faculty group assigned a voice to category four when each of the other groups and the group as a whole placed these voices in category three. It will also be seen that the average deviations for each group of judges, as well as the

mean average deviations, are in every case less than one complete category.

2. *Ratings According to Rank-Order Preference.* Admittedly, categories of voice quality with designations like "excellence," "good," "average," "fair," and "poor," are ambiguous and uncertain. It is a distinct possibility that a considerable amount of the variation of opinion and the lack of agreement shown in the present study by judges at all levels of experience can be attributed to the uncertainty of the terminology employed. It is, therefore, very much in point to compare ratings by the category method with ratings by rank-order preference. In this latter type of rating, the judge is not required to attach a verbal description to his judgment, but simply to place the voices he hears in an order of preference. A summary of the performance of judges with a rank-order preference method of rating is presented in Table 4.

a. It is immediately apparent that the essential patterning of Table 1 and Table 4 are identical. There is, first, the same wide variation in individual opinions. Of the six voices used in the present study, three were ranked in every possible position from first to last at least once, two were ranked in five of the six possible positions, and only one was ranked in as few as four positions out of a possible six.

b. As in the case of rankings by category, ranking in order of preference shows a high stability for groups of judges. In only three instances out of a possible 24 did the average deviation exceed one full rank-place. All of these, it will be noted, occurred among the more experienced judges, two in the case of the faculty group, and one in the case of the advanced student group. And the mean average deviation for each of the three groups, and for the group as a whole, were all less than one full rank-place. Again, it will be noted that the largest mean average deviation (.89) occurred among the most experienced of the three sets of judges, the faculty group.

c. Another striking evidence of the stability of group judgments will be seen by observing, in Table 4, the final rankings assigned the six voices by each group of judges and by the group as a whole. The agreement is very close, perfect for two voices and with only a single irregularity for each of the other four, in each case a difference of one rank-place. It will be noted that the correspond-

ence between rankings by the beginners and by the group as a whole is exact, whereas the faculty and the advanced student groups disagree with the judgment of the group as a whole by only a single inversion in each case.

3. *Comparison of First and Second Rankings.* The results thus far summarized indicate a high degree of stability in group judgments of voice quality, regardless of the method of rating and regardless of the level of experience of the judges. It will be recalled that the present experiment was designed to secure two rankings of the six voices for each judge by each of the two methods employed here, one by categories of excellence and one by rank-order preference. Table 5 summarizes the consistency with which each group of judges, and the group as a whole, placed the same voice in the same category and the same relative order of preference.

In general, the consistency of *groups* of judges (individual variations were not studied) show a high degree of consistency in repeated judgements of the same samples of voice quality, either by classifying into categories or by establishing rank-order preferences.

In rating by categories, in 17 of 24 cases of repeated classification of voice samples, the same category was assigned. In the remaining 7 cases, the difference was one scale division.

The irregularities of the present ratings were contributed equally by the faculty "expert" judges and the relatively untrained group of beginning speech students, so that once more training and experience seem to produce no increase in the consistency of rating.

In the comparison of repeated ratings by rank preference, the correspondences between the two ratings is closer still, and would have been identical but for an inversion of the speakers ranked third and fifth by the "expert" faculty group.

V. *Conclusions.*

1. In general, the results of this study support the view that judgments of voice quality depend for their reliability upon the number of judges rather than the training and experience of judges.

2. The present study is in agreement with other studies reporting that the average deviation in group judgments of voice quality will approximate one category division or one rank-place.

3. Repeated group judgments of the same voices show considerable stability at all levels of experience. The irregularities that do occur are observed as frequently, and in some respects more fre-

quently, among "expert" judges as among relatively untrained judges.

4. The findings of the present study contribute to a general attitude of mistrust in the speech therapist as he weighs the advisability of a remedial program for a voice quality that involves neither physically harmful practice nor speech unintelligibility, as well as an increased tolerance for voice qualities that are sometimes held to be unpleasant and improper.

5. The findings of the present study point to a need for further investigation into the classification of voice quality differences, and particularly for investigations aiming at objective classifications, perhaps by instruments; and more accurate measuring of deviations from good voice quality than the individual "expert" now provides.

Table 1

RATINGS OF VOICE QUALITY ACCORDING TO CATEGORIES
OF EXCELLENCE (FIVE-DIVISION SCALE)

Voice	Faculty			Adv. Stu.			Beg. Stu.			All Judges		
	Mn.	Av. Dev.	Range	Mn.	Av. Dev.	Range	Mn.	Av. Dev.	Range	Mn.	Av. Dev.	Range
1	4	.67	2-5	3.36	.36	3-4	3.41	.65	1-5	3.60	.74	1-5
2	2.42	.42	2-5	2.07	.21	1-3	2.12	.41	1-3	2.21	.38	1-5
3	1.92	.92	1-4	1.71	.29	1-2	1.88	.94	1-4	1.86	.89	1-4
4	4.04	.63	2-5	4	.43	3-5	4.53	.74	3-5	4.26	.64	3-5
5	3.33	.58	2-5	3.64	.64	3-5	3.21	.59	2-5	3.33	.61	2-5
6	4.13	.63	2-5	3.50	.50	3-4	3.71	.71	3-5	3.75	.83	2-5
Mn. Av. Dev.		.64			.41			.67			.68	

Table 2

PERCENTAGE OF AGREEMENT FOR ALL JUDGES IN
CLASSIFYING VOICE QUALITY

Voice	Rank	% Agreement
1	3	40.3
2	2	65.3
3	1	30.6
4	6	38.9
5	4	45.8
6	5	36.1
All		42.8

Table 3
PERCENTAGE OF AGREEMENT BY JUDGING GROUPS IN
CLASSIFICATION OF ALL VOICES

Group	% Agreement
Faculty	39.6
Adv. St.	54.8
Beg. St.	40.2
All	42.8

Table 4
RATINGS OF VOICE QUALITY ACCORDING TO
RANK-ORDER PREFERENCE

Voice	Faculty			Adv. Stu.			Beg. Stu.			All Judges		
	Mn.	Av. Dev.	Range	Mn.	Av. Dev.	Range	Mn.	Av. Dev.	Range	Mn.	Av. Dev.	Range
1	4.30	1.09	2-6	4.14	1.14	3-6	3.91	.97	1-6	4.03	.99	1-6
2	2.29	.79	1-6	1.86	.14	1-2	2.03	.50	1-4	2.08	.53	1-6
3	1.42	.42	1-4	1.29	.29	1-3	1.53	.53	1-5	1.44	.44	1-5
4	4.63	.96	2-6	5.21	.79	3-6	5.59	.41	2-6	5.19	.83	2-6
5	3.60	.92	2-6	4.29	.86	3-6	3.35	.94	1-6	3.69	.97	1-6
6	4.88	1.13	3-6	4.36	.93	3-6	4.53	.71	3-6	4.61	.81	3-6
Min. Av. Dev.		.89			.69			.68			.76	

Table 5
COMPARISON OF FIRST AND SECOND RANKINGS OF SAMPLES
OF VOICE QUALITY

Group	Rating 1 (Category)	Rating 2 (Rank-Order)
Faculty	3 same 3 different by 1	4 same 2 different by 2
Adv. St.	6 same	6 same
Beg. St.	3 same 3 different by 1	6 same
All	5 same 1. different by 1	6 same

SOUTHERN ORATORS IN CALIFORNIA BEFORE 1861

CHARLES W. LOMAS*

To the casual observer, San Francisco in the 1850's bore all the marks of the typical boom town. Its most obvious citizens were the ever present miners, loaded with gold dust, free-spending and high living; and its gamblers, thieves, and quarrelsome adventurers.

But the appeal of California was not gold alone. Many who came to try for a fortune returned to San Francisco after a disappointing period in the mines, in which they found that the vast majority paid out more than a dollar in backbreaking toil for every dollar of gold dust they washed from the waters of the American river. Some of them went back to the states, but many more found opportunity on the farms of California and in the rapidly growing commercial life of San Francisco and Sacramento.

It was inevitable that such a community should attract another kind of adventurer: lawyers, politicians, and journalists, whose professions, whether legitimate or otherwise, thrive on uncertainty and instability. In the California of the fifties, politics and journalism were hazardous occupations too, and the ready trigger finger of the street brawler and the deliberate aim of the duelist claimed more than one victim whose written or spoken word had given offense.¹

Among the most enterprising and capable of the newcomers skilled in the art of controversy, a disproportional share was from the southern states. By their energy, ruthlessness, native capacity, and superior political skill and experience, southerners dominated the politics of the state during most of the period from its admission in 1850 until 1861, when the strong Union sentiment made the position of southerners untenable. Thus of 21 men who held the offices of governor, United States Senator, or member of Congress before 1861, 11 were southern born or trained.

One important chronicler of this period stated with regard to the political scene in 1858:

*Assistant Professor of Speech at the University of California at Los Angeles.

¹It was the murder of James King of William, editor of the *Bulletin*, which caused the organization of the vigilance committee of 1856. The most spectacular victim of the duelling code, was U. S. Senator D. C. Broderick, 1859.

The Democratic organization of the State was largely in support of the Administration, and on the State Central Committee the Southern element had a considerable majority. A large proportion of the Federal appointees in the State were also either Southern men or possessed Southern sympathies. And California was confidently regarded as a strong and safe "Lecompton" State in the coming election for State officers.²

The chairman of the first Democratic convention to be held in California was former Governor William Smith of Virginia, and his son, Judge Caleb Smith, figured prominently in California politics. The leading Whig in 1850 was former Congressman T. Butler King of Georgia. The senatorial nominee of the American party in 1856 (the only year in which the party was strong in California) was Henry S. Foote, former governor and United States Senator from Mississippi. The dominant figure of the Democratic party throughout the fifties was Senator William McKendree Gwin, former congressman from Mississippi. Colonel Joseph Watkins had represented Thomas Jefferson's old constituency in the Virginia legislature for twenty-six years before entering California politics. Speaker Charles Fairfax of the California Assembly was a member of the distinguished Virginia family. Edmund Randolph, grandson of Washington's attorney-general, was the most sought after lawyer in California for land cases.

In 1860 the official stand of the Breckenridge wing of the Democratic party, which had polled 60% of the total California vote in 1859,³ was that the southern states should be permitted to secede without opposition.⁴ There were many in the party who believed that California should join with the South or establish a Pacific Republic independent of both sections. Three of the sixteen men who represented California in Congress in the fifties acted with the Confederacy during the war years, taking with them many other men who had been prominent in the Democratic party.

Yet in spite of the prominence of southerners in the early history of California, it is doubtful that 40% of the American born population of the state was of southern origin. In the six southern

²James O'Meara, *Broderick and Gwin* (San Francisco, 1861), 203.

³W. J. Davil, *Political Conventions in California* (Sacramento, 1893), 103.

⁴*Ibid.*, 166.

counties, nearly three-fourths of the people came from the South, but this was more than overbalanced by the northern preponderance in the more populous San Francisco and mining areas.⁵

Among the many southerners we might single out for further consideration, three may be listed as typical of many others: Henry S. Foote of Mississippi; Edmund Randolph of Virginia and Louisiana; William M. Gwin of Mississippi. This article makes no pretense of exhaustive study of any of these men. Each of them warrants intensive treatment at much greater length than these brief sketches, for their influence as speakers was considerable. Moreover, both Foote and Gwin, particularly the former, had distinguished careers outside of California. We are concerned here with their impact upon the California of the fifties, and their relationship to the great struggle of that period.

HENRY S. FOOTE

Henry S. Foote was born in Virginia in 1804. In 1825 he moved to Alabama, and in 1830 to Mississippi, where he quickly acquired a reputation both as a lawyer and an orator.

Foote's period of greatest prominence came after his election to the United States Senate in 1847. There he identified himself with the nationalist wing of the Democratic party as opposed to the extreme states rights group, although he supported the South in controversies over slavery and other sectional issues. Foote's position was directly opposed to that taken by Calhoun in 1850—he declared that there were no sectional issues which could not be compromised, and with some reservations he warmly supported the compromise measures of 1850.

During this period Foote was hot-tempered and quarrelsome, a fault he acknowledged and greatly regretted in his later years. This trait also carried over into his speaking and made his fiery and impetuous invective a formidable weapon in the Senate and on the stump. On one occasion in the Senate, Calhoun appealed to Foote and Jefferson Davis to take the place of a tired old man in fighting

⁵Davis names fourteen leading party figures who served the Confederacy, by no means a complete list. *Ibid.*, 203.

⁶*El Pueblo-Los Angeles before the Railroads* (Los Angeles, 1928).

the battles of the South. Foote responded with a personal attack on Senator John P. Hale of New Hampshire, a speech which Foote himself later described as "one of the most fummy, rabid, and insulting speeches that has ever dishonored a grave and dignified parliamentary body."⁷

Foote was the only congressional representative from Mississippi who supported the compromises of 1850, and his action was censured by the state legislature and condemned by a majority of the newspapers. To justify his course, he stumped the state, making some forty speeches, and succeeded in gathering a convention of fifteen hundred people from all parts of the state. This group met in Jackson near the seat of the legislature and passed resolutions supporting the compromise and "censuring the censors."⁸

In the following year Governor John A. Quitman and others openly advocated that Mississippi should join South Carolina in a secession movement, and established a new States Rights party to be the instrument of their policy. Foote retaliated by organizing a Union party and becoming their candidate for governor. In this cause he again stumped the state. When it became obvious that the secession movement would fail, Quitman withdrew and Jefferson Davis entered the campaign as a regular Democratic candidate.

Foote won the election by a small margin, but this was the high point of his career. Within two years he was defeated in the legislature on a proposal to repudiate an issue of the state's bonds, a proposition he bitterly opposed. He attributed his defeat to what he called the "States-rights-secession-Democratic party" and resigned the governorship rather than participate in "that unprecedented act of perfidy."⁹

In 1854 Foote set out for California, arriving in San Francisco on February 15, on the same steamer with Major General Wool. Wool was disgruntled with the administration of President Pierce because he had been sent to command the Pacific coast forces when he thought he merited a more important command. Foote's antagonism to the policies of the President had been nurtured by the appointment of his personal and political enemy, Jefferson Davis, as Secretary of War.

⁷Henry S. Foote, *Casket of Reminiscences* (Washington, 1874), 76.

⁸*Ibid.*, 353.

⁹*Ibid.*, 186-7.

When anti-Administration Democrats in California heard of the sentiments of these two distinguished eastern leaders, they arranged a great public banquet, ostensibly to do them honor, but in reality to give them an opportunity to voice their anti-Administration views. The banquet was held on February 25, and Foote was one of the principal speakers. Evidently he exercised to the full his undoubted talent for invective. O'Meara comments on the "needlessly intemperate language" with which he attacked President Pierce and his cabinet, and expressed the belief that the speeches given by Foote and others on this occasion weakened the anti-Administration cause.¹⁰

Apparently Foote became convinced that he had no future as an anti-Administration Democrat. Having established himself in practice as a lawyer in San Francisco, he joined with others in forming a branch of the Native American party in California. Here as elsewhere, the Know-Nothings were composed of dissident members of the old parties, but with little in the form of principles to hold them together. Foote apparently joined the party with the hope of returning to the United States Senate from California, but he may also have viewed the new party as a possible escape from the growing sectionalism of the period. The aggressive nationalism of the Native Americans offered a possible way of reawakening the principles of constitutional union.

To achieve these ends, Foote stumped the state for the American party ticket in 1855,¹¹ and was rewarded by the election of a Know-Nothing majority in the legislature. Nevertheless he endeavored to stay on good terms with all factions. He had been friendly with Senator Gwin in Mississippi, and had many friends among the southern members of the California legislature, but it was Gwin's place in the Senate to which he aspired, and he could hardly hope for support from partisans of the incumbent.

In 1856 he befriended the fledgling Republican party, perhaps in hope of gaining some support from that quarter, but also in keeping with his desire to suppress sectionalism and intolerance on national issues. On April 19, 1856, the first Republican mass meeting in Sacramento was being disturbed by a disorderly mob of Democrats

¹⁰O'Meara, *Broderick and Gwin*, 58.

¹¹Foote drew a crowd of more than 2000 people in the mining community of Placerville on June 26, where he was received with "rounds of applause that reverberated from hill to hill." *Sacramento Union*, June 27, 1855.

and Americans. Foote gained the attention of the crowd and attempted to persuade them to give the Republican speaker, George C. Bates, a hearing. As soon as Bates attempted to resume, however, he was rushed by the mob, and the meeting was effectually dispersed.¹² Foote could get a hearing for himself, but not for a Republican, and Bates had to content himself with publishing his remarks as a political pamphlet.¹³

Foote won the caucus nomination of his party for the United States Senate, and had every reason to expect his election in the joint session of the legislature, where the Americans had a theoretical majority of seven in the Senate and twenty-five in the Assembly.¹⁴ But the Americans had no party discipline. There were some in the party who preferred Gwin or some other candidate to the relative newcomer. Others were northern free-soil Democrats and looked with suspicion on so prominent a southerner as Foote. One of the latter was Wilson Flint, who opposed Foote in spite of the fact that he had frequently appeared on the same platform with him during the campaign. Flint joined with other disgruntled Americans to defeat the motion in the Senate for a joint convention with the Assembly, claiming that Foote was a pro-slavery Democrat who had come to California solely to be elected to the Senate, and with no other interest in the state. The motion failed by one vote.

O'Meara's description of Foote during this period gives some hint of his personality and ability as a speaker:

He was one of the most courteous of men, kind-hearted, of generous impulse, quick to deeds of noble quality or compassion, averse to personal animosities, incapable of malignance, ready to forgive wrongs, and slow to avenge offense, unless it was purposely intended. But when convinced that insult was premeditated and intended, electricity was not quicker than his passion, and this was sustained with an intensity of courage which made him absolutely fearless in any emergency. . . . Of low stature, slight figure, and deli-

¹²*Weekly California Chronicle*, April 26, 1856.

¹³George C. Bates, *Address of Geo. C. Bates, which he was prevented from delivering at Sacramento, on Saturday, April 19, 1856, by a mob*, San Francisco, 1856. It is difficult for the modern reader to see why Bates should have been prevented from delivering what appears to be a rather moderate speech.

¹⁴*Weekly California Chronicle*, Sept. 15, 1855.

cately molded, he had nerves of steel, and an equipoise of manner which no danger could disconcert. Gifted in speech, persuasive in address, invariably polite, with an easy dignity in discourse, and prone to imagery in his conversation and popular harangues, he was a delightful companion and a fascinating speaker.¹⁵

In the campaign of 1856, Foote supported Fillmore and Donaldson, the Know-Nothing nominees. But he was essentially a Democrat, and in 1857, after Buchanan's inaugural address, he published a letter to members of the American party in California advocating its dissolution, on the grounds that Buchanan gave every prospect of being a truly national president. He stated that the party had been organized primarily to support the Compromise of 1850, to suppress the agitation of the slavery question, and to combat the twin evils of secession and abolitionism. He concluded by saying:

Such a cabinet as Buchanan has formed, and such political views as are announced in the inaugural, should command universal confidence, and give most gratifying assurance that for the next four years, at least, the republic will be in the enjoyment of complete repose; that its great domestic interests will be carefully guarded and assiduously promoted, and the honor of the American nation be wisely and fearlessly maintained in every quarter of the globe. . . . I shall yield to Buchanan and his administration as hearty and true a support as it would have been possible for me to accord to them had I ever so actively participated in elevating them to the high official places which they hold.¹⁶

Shortly thereafter, Foote left California, and settled in Memphis, Tennessee, from which point he watched the disintegration of his hopes for the success of unionism in the South under Buchanan.

Foote's unquestioned ability as a speaker was demonstrated in his success in halting, even temporarily, the secession movement in Mississippi, and in his vigorous and successful campaign in California on behalf of the American party ticket. But his greatest success as a speaker was in situations which afforded him opportunity for denunciation and invective. His political failure in California lay in his being compelled to take a middle position, acceptable

¹⁵O'Meara, *Broderick and Gwin*, 125.

¹⁶Davis, *Political Conventions in California*, 79-80.

to neither northern nor southern factions on the great national issues of the day.

EDMUND RANDOLPH

In all the histories of California, Edmund Randolph is immortalized as the author of what is variously described as a "crazy speech" or "inspired eloquence," according to the bias of the historian—a speech denouncing with unrestrained passion the "tyranny and usurpation" of the Lincoln administration. It was delivered on July 24, 1861, a little more than a month before the speaker died of tuberculosis. It is the more striking because until the secession of Virginia, Randolph had been an outspoken Union Democrat, and in 1859 had been the candidate of the Douglas faction of the party for Attorney-General of California.

Edmund Randolph was born in Virginia, a grandson of Edmund Randolph, Washington's Attorney-General and Secretary of State. His father, grandfather, and great-grandfather had been lawyers, and after his preliminary training in William and Mary's College, young Edmund moved to New Orleans, where he studied law and became clerk of the United States Circuit Court. In 1849, already a lawyer of some distinction, he settled in San Francisco, where his knowledge of the Justinian code, acquired in New Orleans, quickly made him a recognized authority on Spanish law, which he read in the original language. He was much sought after as an advocate, and was retained in almost all of the important land cases of the fifties. The most celebrated of these was the case of the New Almaden Quicksilver Mine, in which Randolph more than held his own with the most distinguished lawyers imported from the east, including Reverdy Johnson, Judah P. Benjamin, and Edwin M. Stanton.¹⁷

Randolph was nearly always on the side of the minority in cases of acute controversy. In 1851 and again in 1856, he bitterly denounced the vigilance committees in San Francisco, which at that time controlled the city completely. In 1852 he joined with D. C. Brod-

¹⁷The record of this case comprises five volumes of nearly 900 pages each. Randolph's argument alone is approximately 150 pages in length. *United States vs. Andres Castillero*, U. S. District Court, Northern District of California, 1859-61.

erick as the leader of a faction excluded from the Democratic state convention; but the following year, when Broderick was state chairman, Randolph fought to defeat the organization candidate for governor. In 1858 he joined the Douglas faction of the party and the following year was the unsuccessful candidate of this group for attorney-general.

While it might seem strange that a Douglas man would be found in 1861 in unqualified support of the Confederacy, Randolph's position is not so inconsistent as it appears. He was, like Robert E. Lee, a Virginian by birth, and held strong states-rights opinions even though he was opposed to secession. Moreover, true to his tendency to support the minority, it now seemed to him that the dominant North was the invader, attempting to destroy the sovereignty of his native state.

It was in this spirit that Edmund Randolph attended the convention of the Breckenridge Democrats held in Sacramento in the summer of 1861. In its platform the party had committed itself to peace on southern terms, and had specifically refused to reject secession as a constitutional right. The presiding officer had opened the convention with a bitter attack on President Lincoln and the war. An unofficial report, not contradicted, had quoted the party's nominee for governor as declaring that he would go with the Confederacy if Kentucky, his native state, should secede.¹⁸ Present in the convention were many who later fought with the Confederate forces, the most notable of whom was Joseph Lancaster Brent, later a brigadier of calvary in the last Confederate army to surrender in 1865.¹⁹

Randolph's speech may be read aloud in a little over two minutes, but both friendly and unfriendly eye-witnesses agree that in that brief space of time he brought the convention to a pitch of wild excitement and frenzied applause. The occasion for the speech was to refuse the party nomination for Attorney-General of California, but he quickly turned it into a virulent attack on the policies of President Lincoln. The full text of this remarkable speech follows:

¹⁸*Sacramento Union*, July 26, 1861.

¹⁹*War of the Rebellion—Official Records of the Union and Confederate Armies*, Series I, Vol. XLVIII, 1430.

Mr. President and Gentlemen—with an absolute certainty that I could be elected to this office or any other, I would not run against Tod Robinson; therefore, in the beginning, I assure you that I am not a candidate and will not so consider myself. I embrace the opportunity, however, to say that I am here not as a member of this party, or as a member of any other party, but I have employed a moment of leisure to search for some party that was opposed to Mr. Lincoln and the war. If that be the Democratic party represented by yourselves, then I am with you. (Applause.) If it be any other party, under any other name, represented by anybody else under God's heaven, then I am with them. Gentlemen, my thoughts and my heart are not here tonight in this house. Far to the east in the homes from which we came, tyranny and usurpation, with arms in its hands, is this night, perhaps, slaughtering our fathers, our brothers and our sisters, and outraging our homes in every way shocking to the heart of humanity and freedom. To me it seems a waste of time to talk. For God's sake, gentlemen, tell me of battles fought and won. Tell me of the usurpers overthrown; that Missouri is again a free state, no longer crushed under the armed heel of a reckless and idious despot. Tell me that the State of Maryland lives again, and oh! gentlemen, let us read, let us hear at the first moment that not one hostile foot now treads the soil of Virginia. (Applause and cheers.) If this be rebellion, then am I a rebel. Do you want a traitor, then am I a traitor. For God's sake speed the ball, may the lead go quick to his heart, and may our country be free from this despot usurper that now claims the name of President of the United States. (Cheers.)²⁰

As we have noted, partisan and opponents alike acknowledged the effectiveness of Randolph's fiery address, but the political opinions of the critics strongly influenced the choice of language in which they described the speaker. A strong admirer of Randolph, writing in 1870, recorded his impressions of the occasion and those of Judge Baldwin, who, like Randolph, was a native of Virginia, and had also applauded the sentiments of the convention while refusing its nomination.

We strolled into the Democratic convention then in session, and reached there just in time to witness the terrible

²⁰Sacramento *Union*, July 27, 1861.

invective of Mr. Randolph—concentrating in itself the fury of an inflamed patriot and the frenzy of an inspired prophet. The tone, the gesture, the action, the expression of lip and eye, can ne'er be forgotten. "Great God!" exclaimed Judge Baldwin, "did you ever hear eloquence like that? Randolph seems to be on fire."²¹

On the other hand, the Republican Sacramento *Union* described Randolph as "yelling like a madman," and nearly "going into convulsions"; and yet, declared the Union, "his ravings and rantings . . . drew forth applause from that collection of haters of the Union and admirers of the Southern Confederacy."²²

It would be unjust to Randolph's reputation as a speaker, however, to rest it upon his ability in denunciation and invective alone. To be sure he had already demonstrated his ability in this field in his conflicts with the vigilance committees,²³ in his 1859 campaign attacks against President Buchanan,²⁴ and elsewhere. But Randolph's real ability as a speaker lay in his complete Ciceronian mastery of his case. In the Almaden mine case, for example, his remarkable understanding of Spanish and Mexican law was more than anything else responsible for his brilliant argument, which contributed so largely to the winning of the case by the government. Frequently in land cases, he would cite in some detail relevant bits of California history before the conquest, and much of his advantage in these cases was his perfect familiarity with important sources unknown to his opponents.²⁵

Randolph's knowledge of California won him the right to deliver the oration before the Society of California Pioneers in 1860, a much coveted honor. In this speech, he combined his immense knowledge of California history with a moving, if somewhat florid, picture of the hardships of the forty-niners. A contemporary journal describes Randolph's comprehensive treatment of the historical part of the speech:

²¹Oscar Shuck, *Representative and Leading Men of the Pacific*, San Francisco, 1870 (sketch by Wm. H. Rhodes), 595. Rhodes gives the date of the speech incorrectly as August 6.

²²Sacramento *Union*, July 27, 1861.

²³H. H. Bancroft, *Popular Tribunals* (San Francisco, 1887), 308-310.

²⁴San Francisco *Daily Morning Call*, August 6, 1859.

²⁵*Titles to Land in the City of San Francisco*, Argument of Edmund Randolph in the case of Hart vs. Burnett et als., 1860.

The orator then proceeded to give a minute and elaborate history of California, from its earliest discovery and tracing it down to the present. A vast amount of information, of an invaluable character, was embodied in this production, which must be regarded as the most complete and authentic history of California extant. The orator spoke for three hours, and at the conclusion of his masterly address, was overwhelmed with the plaudits of the admiring audience. His allusions to Col. Fremont and Generals Sutter and Vallejo, also elicited tremendous applause.²⁶

But let Randolph's vivid description of the pioneer speak for itself:

You well remember how with the eager tide along and up the course of rivers, and over many a stony ascent, you were swept into the heart of the difficult regions of the gold mines; how you there encountered an equal stream pouring in from the East, and in a summer all the bars and flats, and gulches, throughout the length and breadth of that vast tract of hills, were flooded with human life. Into that rich harvest Death quickly put his sickle. Toil to those who had never toiled; toil, the hardest toil, often at once beneath a torrid, blazing sun, and in an icy stream; congestion, typhus, fevers in whatever form most fatal; and the rot and scurvy; drunkenness and violence, despair, suicide, and madness; the desolate cabin; houseless starvation amid snows; all these bring back again upon you in a frightful picture, many a death scene of those days. There fell the Pioneers who perished from the van of those who first heaved back upon the bolts that barred the vaulted hills, and poured the millions of the treasures of California upon the world!

Wan and emaciated from the door of the tent or cabin where you saw him expire; bloody and mangled from the gambling saloon where you saw him murdered, or the roadside where you found him lying; the corpse you bore to the woods and buried beneath the trees. But you cannot tell to-day which pine sings the requiem of the Pioneer.²⁷

Here is the secret of Randolph's nationalism, the common tradi-

²⁶*Alta California*, San Francisco, Sept. 11, 1860.

²⁷Edmund Randolph, *Address on the History of California from the discovery of the country to the year 1849*, delivered before the Society of California Pioneers at their celebration of the tenth anniversary of the admission of the State of California into the Union (San Francisco, 1860).

tion of California, which, had it not been for the slavery controversy in the east, might well have welded northerner and southerner in California into one people.

WILLIAM McKENDREE GWIN

No man is more closely identified with the early political history of California than William McKendree Gwin, United States Senator from California during most of the period from 1850-1861. During this time, except for one humiliating interlude, when David C. Broderick humbled him, Gwin was the ruling power in California politics through his control of the Federal patronage and his adroit representation of himself as the champion of California interests.

A native of Tennessee, Gwin was by background, inclination, and conviction a southerner. He entered political life in Mississippi after a career as a physician, serving as a member of Congress from that state. There was no secret about the reason why Gwin came to California. Just before he left, according to his own report,²⁸ he met Stephen A. Douglas in front of the Willard Hotel, and told him he was en route to California to assist in the formation of a state government and to seek election as United States Senator.

Gwin had hardly stepped off the steamer before he addressed a mass meeting in San Francisco (June 17, 1849) in support of the movement to establish a state government. On July 4 and 5, he spoke in Sacramento for the same purpose. No one in the state worked more diligently for the cause than he, and it was natural that the formation of the constitutional convention found him in a position of leadership.

Gwin was one of the few members of the convention with a clear understanding of parliamentary procedure, and his skill in this field several times averted blows, and at least once prevented a duel between members of the convention.²⁹ His contemporaries are unanimous in testifying to his suavity and diplomatic talent.

In the constitutional convention, where sentiment was strongly in favor of declaring California a free state, even among southern

²⁸W. M. Gwin, *Memoirs*, quoted by Bancroft, *History of California*, vi, 291.

²⁹Gwin in 1850 performed a similar service for Henry S. Foote and John C. Freemont after their altercation in the Senate. Foote, *Casket of Reminiscences*, 341.

members, Gwin subordinated his own personal preference for slavery and raised no objection to the free state clause. It was generally believed at the time that both Gwin and other southern members recognized that slavery was economically infeasible in northern California, but hoped to separate the southern section of the state, secure additional territory from Mexico, and establish one or more slave states in this area to counterbalance the new free state. Perhaps with this in mind, Gwin opposed the Gadsden purchase as being too small, and gave at least tacit support to the filibusters in Sonora.³⁰

Gwin's first election to the Senate was obtained in part at least precisely because he was a pro-slavery southerner. The members of the first California legislature knew the sentiment against the disruption of the "equiponderance of the sections" which the admission of free California entailed; and they sought to balance the election of John C. Fremont with that of an outspoken southerner.

But Gwin was too clever a politician to think that he could retain his position in California on the basis of pro-southern sentiment in the Senate. He set himself the task of introducing bill after bill to promote the interests of the new state. If, as Edmund Randolph charged in 1860, the California Congressional delegation was composed of men who were "ignorant of California,"³¹ Gwin at least was not ignorant of the wishes of the new California settlers. He championed the cause of the squatters against the great landholders, secured the improvement of the San Francisco harbor, advocated the establishment of a mint, urged the construction of a Pacific railroad, and pushed many similar bills.³² In short, Gwin, in his relationships with his constituents, made the most of the available means of persuasion.

Senator Gwin's long and involved struggle with David C. Broderick for control of the Democratic party cannot be detailed here. Basically it was a struggle of personality rather than of principle. Yet when Broderick finally humbled Gwin and compelled him to relinquish the Federal patronage in California as the price of his return to the Senate, both men were caught up in the tremendous contro-

³⁰W. M. Gwin, Speech in U. S. Senate, Jan. 19, 1854.

³¹See note 25.

³²Letter to the editor of the *Times and Transcript*, San Francisco, written by or for Gwin, and signed "Observer." Also, *Hon. Wm. Gwin, Senator from California*, political pamphlet, 1854.

versy over the Lecompton constitution establishing slavery in Kansas. Broderick headed the anti-Lecompton forces in California, while Gwin was the active supporter of the Administration bill. While personalities remained of primary importance in the struggle between the two men, yet increasingly in the eyes of the people at least, it became a question of principle. Broderick's death in a duel growing out of his final contest with Gwin put the seal of martyrdom on Broderick's anti-slavery views and proved in the end to be Gwin's undoing.³³

In the campaign of 1859 neither Broderick nor Gwin was a candidate, but the entire campaign revolved around the two men, whose supporters were seeking state offices. Probably no political campaign in American history has been more bitter. Charges of "liar" were freely exchanged. Broderick spoke of Gwin's "utter worthlessness of character, his unreliability of word, his sneaking manner of acting." Gwin replied that he would lash his opponent "with a scourge of scorpions, and shingle him all over with the falsehoods and libels he has uttered against me."³⁴

Each man ridiculed the pretension of the other to be a speaker, and the bitterness of the language mounted throughout the campaign. That the choice of language on Gwin's part was deliberate is clearly shown in the following extract from his speech at Yuba, July 22:

He challenges me . . . to meet him in discussion. We shall see if he will challenge me again to meet him after what I have said tonight, for me to *expose* to his face his *robberies* on the San Francisco treasuries, whence he got the "*plunder fund*" that he collected to spend, as he says, in favor of the Democratic party, but, in fact, to procure his election to the Senate by *bribery and corruption*. The attacks of *such a man* fall harmless at my feet. We have served two years together in the Senate. He has returned home *disgraced, dishonored*; while I hold a position in the party that has elected me of which any man might be proud. He will *slander and lie* upon me—it is *his vocation, and has been that of his minions* for years, but I will survive it now as I have heretofore. The more he *abuses* me the more firmly will I hold the confidence of my constituents. *This is strong*

³³For the best account of this struggle, see O'Meara, *Broderick and Gwin*.

³⁴F. Tuthill, *History of California* (San Francisco, 1866), 557.

language, but I intend it to be so. Broderick is to be here in a short time and I wish him to understand it.³⁵

Yet in spite of its general low tone, this campaign did make an impression on the great national struggle then going on. Stephen A. Douglas thought enough of Gwin's attacks upon him to make reply to the latter's speech at Grass Valley in a long letter to the San Francisco *Daily National*, Gwin's San Francisco mouthpiece. In this letter, Douglas defended his anti-Lecompton position, and that of his California supporters, as the orthodox stand of the Democratic party in 1850, 1854, and 1856.³⁶

But the voters of California apparently agreed with Gwin. 60% of the approximately 100,000 votes polled went to the Lecompton candidates, 30% to the anti-Lecompton ticket, and 10% to the Republicans.³⁷

It is difficult to assess the role of Gwin's speaking in this campaign. The bitterness of the language employed by both sides drew immense crowds to hear the rival orators, but the issues and personality conflicts of the day are so complex that it is almost impossible to separate them. If Gwin's speeches in 1859 were offensive and in bad taste, so also were Broderick's. As a matter of fact, with passions running high on both sides, violent and unrestrained invective was an asset, and it may well be that Gwin's success is evidence that his particular brand of strong language was better adapted to his audience than was Broderick's.³⁸

Strangely enough, however, this style of speaking was out of character for both men. Broderick had never before engaged in stump speaking, and Gwin was more accustomed to the smooth and polished recitation of his service to his constituents than to the rough and tumble contest in which he engaged in 1859. Gwin's Sen

³⁵Reported by *Sacramento Union*, quoted by *Weekly Alta California*, August 6, 1859. The italics are mine.

³⁶*San Francisco Daily National*, September 16, 1859.

³⁷Davis, *Political Conventions in California*, 108.

³⁸A leading San Francisco independent journal satirically reported the rules of politics in this manner: "If a political antagonist be an honest man, he must be called a thief; if an able man, he must be designated a loon; if his antecedents are good, they must be traduced. On no condition must a comfortable truth be published of a political enemy. No, lie first." *Daily Morning Call*, June 19, 1859.

ate speeches were rather staid and formal. His remarks in the constitutional convention of 1849 were ordinarily cautious and conciliatory. It appears to be the intensity of the personal conflict between the two men, nurtured by the growing bitterness of the slave controversy, which created this departure from the norm in both speakers.

CONCLUSION

If there is one characteristic above all others in the public speaking of California in the fifties, it is the extent to which the passions of the day entered into and colored their utterances. Southerners and northerners alike brought with them their local prejudices, opinions, and antagonisms. The three prominent southerners whom we have sketched here are the prototypes of many others. Gwin, the cautious and clever opportunist, was by deliberate choice a Californian first. But in every national issue his southern views and background made themselves felt. That he was so successful in a predominantly northern community is a tribute to his skill in finding the available means of persuasion. Foote entered California too late to present himself as the champion of western interests, and at a time when his nationalism, like that of his short-lived party, was suspect by northerners and southerners alike. Randolph, except under the severe emotional stress of 1861, was primarily a Californian and a nationalist, and only incidentally a southerner. The remarkable success of his short career in California is largely due to his identification of himself with the community. If he was unsuccessful in attaining public office, it was due to his unwillingness to engage in political intrigue, and to his preoccupation with his legal career.

Men like these and their northern counterparts molded the life of California in the fifties. No small part of their preeminence is due to their skill in public speech.

THE ROLE OF INTERCOLLEGIATE DEBATE TOURNAMENTS IN THE POST WAR PERIOD

H. P. CONSTANS*

My purpose in this paper is briefly to point out some changes that have taken place and are taking place in intercollegiate debating, and to project the trends indicated into the future, which, for convenience, I have called the post war period. I am not so much concerned with criticism as I am with projection. Nor shall it be my purpose to condemn or extoll tournament debating, but to take it as we find it. And in the light of that, to offer suggestions which may provoke discussion and possibly lead to action.

In the last 30 years (a comparatively short space of time), many of us have seen great changes take place in debating. Those of us who were in college before or after the first World War will recall that on many campuses the Literary Society was a flourishing institution. In its weekly or fortnightly meetings at which a program of impromptu or extemporaneous talks, and possibly an oration or debate was presented, we received a considerable portion of the training in speaking offered to the undergraduate of that day. Many institutions looked to the literary society and the inter-class debate competition as being in the nature of a proving ground for the aspirants of the varsity debate squad. In that dim and distant past, most of the debating was done by comparatively few people. An institution would be represented by two teams of three men each with an occasional alternate taking the place of one of the so-called "regulars." Departments of Speech were not too common, and most speech work was centered in the English Department. The training of the debater was frequently in the hands of a person who was not trained in speech as such and who probably would have objected to being called a teacher of speech. The debating program consisted of dual or triangle debates with the negative team traveling to the

*Professor of Speech and Head of the Department of Speech, University of Florida. Professor Constans presented this paper at the sectional meeting in Debate at the Washington, 1948, convention of the Speech Association of America.

other school, and the debating season in that day usually consisted of 6 to 8 intercollegiate debates.

A few years later the three-man team, partly through reasons of economy, was changed to the two-man; at about the same time the touring or traveling debate team came into vogue. Schools went on tours that took them half-way across the continent and, in some instances, the trips were actually transcontinental. This touring team of two men would participate in ten, fifteen, or even twenty debates. Securing an audience during this and the preceding period was no great task. A debate with the representatives of a far away school was one of the highlights of the year, and it was not unusual for an audience of 1,000 to assemble to hear the debate. Possibly in part as a result of the tours, the dual or triangular debate became one of a number of debates on a tour.

A result was that the debate squads increased in size, and the number of participants in intercollegiate debate became greater. By 1930, many institutions which had in the past boasted of the strength and prestige of their literary societies saw them become largely social clubs or cease to exist altogether. During this same period, new styles of debate were introduced and experimented with: The Oregon Style, and the Direct Clash. There were also changes made in the matter of debate judging. The traditional board of three judges was increased to five, and then reduced to one expert; the audience sometimes acted as sole judge, or shared in the judging with two traditional debate judges.

Early in the 1930's one of the commonest forms we find today, the tournament debate, took its place in the forensic picture. Schools were invited, or came of their own volition to these tournaments, and while there had an opportunity to engage in several rounds of debating, sometimes 4 to 6, not infrequently 8 or 10. Generally there was no audience present and the judging was done by one person. However, it should be pointed out that for the final or championship round an audience was present, and the number of judges was usually increased to three. Since the end of World War II and the revival of interest in debating, we now find the phenomenon of tournaments sprouting up everywhere. These tournaments seem to follow a rather set pattern; namely, an almost painful lack of variety in the debate forms used, the same debate proposition discussed over and over, and some of the same schools sending the

same debate "squad" of two, three, or four men to represent them.

The question that I would present is whether the present day tournament has substantial educational value to the participants. After all, what are we trying to do in intercollegiate debate? What is the educational goal involved? In my judgment, we are endeavoring to train students through a process of hard work to make a careful and fairly exhaustive study of the issues involved in the proposition, to marshal supporting evidence, and to present a side of the proposition in a clear, convincing, and persuasive manner. I believe that this goal is not only useful in and of itself as an educational discipline for the individual, but I feel certain that it has a utilitarian value. Many of life's activities are intensely competitive; this is certainly true in the business world and in the legal profession, and, at times, even in the teaching profession. I am sure we are all aware that tournament debating is essentially competitive, and I, for one, believe that competitive debating is a good thing when it is conducted on a high plane. I believe that tournament debating can be conducted on a high plane, and I also think that it is failing, at least in part, to reach that plane of competition. It is with this thought in mind, that I wish to present several problems and offer some suggestions.

The first problem is that of the time element. Too many of the tournaments of the present seem to be designed to set some sort of all-time record for the number of debates that can be crammed into a day and an evening, or two days. Not infrequently the time interval between one debate and the beginning of the next is no more than ten minutes and the contestants rush from one room to another with little or no time to consider, or reflect, much less evaluate, what they or their opponents have said. I do not believe it follows as a matter of course that the best debating is done when there is the least amount of time available. I do believe that if more time were allowed between rounds of debate so the debaters could sit down and analyze what has taken place, and shift, shape, or adapt their arguments in the light of what they have learned, improve or point up their presentation, that from the standpoint of the participants real values might come to them. In addition to the above suggestion, if at the end of each debate the single judge could be given time, possibly ten or fifteen minutes, to present his analysis—or critique, if you will—of the debate, then whether the debaters were satisfied or not they

would at least know wherein they succeeded or failed insofar as that one person, the judge, was concerned.

A second problem concerns the judging. The value in the procedure suggested above would be enhanced if the judge were really trained to judge debate, and this means, by and large, that he should be a member of the speech profession, and not some person who is always willing to help out and do the best he can, even though he really confesses his ignorance in the matter of judging debate. In order to get reasonably competent judges it means that we are going to have to go to more trouble and possibly some expense. It seems to me that the sponsoring institution or organization that sets up a tournament obligates itself to conduct the tournament on the highest possible plane. One way of attaining that plane is to provide competent judges, and any financial outlay that is necessary in order to provide them should be accepted as part of the obligation of the sponsor of the tournament. After all, debating as a collegiate activity, generally, has to be subsidized, and I see no reason why part of that subsidy should not go toward the securing of more competent judges.

A third problem that seems to be attendant upon tournament debating, is that of providing an audience. If tournament debating is to approach more closely a practical speaking situation, an audience must be present. And by audience I do not mean the opposing team, the judge, and the timekeeper. When debaters talk before an actual audience they receive a stimulation, or even a motivation that they can get in no other way. Furthermore, they are presented with a situation that more nearly approaches reality. In order to meet this problem of providing an audience, why wouldn't it be possible not to schedule all teams who are entered in the tournament for the first round of debate? In this way some of the debaters might be available to provide an audience for those who are participating in the first round. At once you may say that this will enable a team to scout another. Suppose it does! What great loss or harm is involved in that? Theoretically, at least, it might lead to better debating, and I am one of the old conservatives who believes in setting the highest standards possible for the debater to attain. If all debaters don't speak in each round of debates, you will say that instead of being able to hold this tournament in one day it will take three days. Suppose it does! Or you may say, instead of being able to have 24 schools participate in the tournament your plan means

that we shall be able to have only twelve. Suppose it does!

A fourth problem is that if debating has a place in the educational life of a college or university, if it provides valuable training for the student, then by and large, the more students who receive this training, the better. There is a certain value in actual inter-collegiate participation that comes to the individual, a stimulus if you will, that he seldom, if ever, gets from practice debating in the classroom. Inter-collegiate competition, I believe, provides the real test of his ability, and brings out the best, though in some cases I grant also the worst, in him. When the sponsor of a tournament allows you to enter only one team, he automatically narrows that training more than he would if you could enter two teams, or even four. Cannot these tournaments be so set up that they will encourage the participation of the several rather than the few?

A final problem common to tournament debating is the boredom experienced on the part of most people with debating the same proposition, namely, the national question, over and over again. Now I am a firm believer in adequate preparation. I also feel certain that you can come reasonably close to exhausting the pertinent information, as well as your mental enthusiasm, with the study of a proposition over the period of a few months. I doubt that a line can be drawn so that we can say with certainty that after a debater has discussed a given proposition 10, 20, or 30 times there is little value left in it for him; however, I suspect that after a reasonable number of debates have been engaged in the debater is subjected to the law of diminishing returns. As a suggestion, would it not be possible to establish a policy where two or three propositions were studied? Maybe we could use one during the fall months for the tournaments held during that period; quite possibly a different one for February and March; and maybe a third for April and May.

All the above leads us to the question, who is to determine what the role of inter-collegiate debate tournaments is to be in the post war period? Whatever course tournament debating may take, I doubt that the participants in debating, the students themselves, will exert much influence or, as a matter of fact, show much interest in improvements to be made. The debater is generally so concerned with the actual problem at hand, namely, the forthcoming debate, that he doesn't give much attention to the good or bad points of the tournament, other than to discuss the decisions, especially those that

were adverse from his point of view. Thus, at present the shaping of the course that tournament debating is to run is in the hands of the people most concerned, namely, the directors of debating, or the directors of tournaments. Many times, as a result of their being subjected to the type of tournament that is common today, directors are so exhausted and not infrequently disheartened and disappointed, that it is difficult for them to look at the whole procedure with the detachment that it merits. This group is generally so concerned with the preparation of teams for debate, that it has little time to consider the whole tournament procedure. The third group that might concern themselves with this problem is the administrators of the Departments of Speech who should be inquiringly interested in finding out whether these tournaments in which their students participate are fulfilling the educational objectives of debating. Of course, it may well be argued that while the administrator is interested he doesn't obtain a first hand view of the tournament situation, and he is so busy with other things that there is little likelihood that he will either initiate or carry through to completion suggestions for improving the tournament.

This, to my way of thinking, means we must look elsewhere if we expect to find a group sufficiently interested and at the same time qualified to guide the future course of tournament debating. I think of three possible groups—the National Forensic fraternities, the Regional Speech Associations, and the Speech Association of America. The forensic fraternities are usually so concerned with the problems of their own organization that they are likely to have neither the time nor energy to direct their efforts toward improving the tournaments. The Regional Associations have different historical backgrounds and different concepts of their functions. The Southern Speech Association, for example, fosters and conducts a tournament, congress, and other speaking events. Such a program might not only not appeal, but actually be distasteful to some of the other regional associations. By the method of residues, if my analysis has been correct, we are brought to consider the Speech Association of America as the instrumentality that should and could devote the interest, time, and experience to a consideration of tournament debating. Now I recognize that the easy way out is to do nothing about the whole problem, let it take care of itself, allow it to go where it will, and succeed or fail, largely because of chance or circumstance. On the

other hand, might it not be the better part of wisdom for this Association to come to grips with this problem and thus be able not only to guide, but guard tournament debating, to direct it in the path that will give a fair measure of assurance of success as a worthwhile educational activity, and to safeguard it against exploitation and abuse? There may be other courses of procedure that might better be followed, but I, for one, am adverse to letting circumstances direct our course of action. I prefer that we set forth the course of action that is to be followed and shape the circumstances to fit that course.

I do not know whether tournament debating is here to stay, or whether it is just another innovation. I do know that it offers certain advantages. It also seems to be attended with certain difficulties. My plea is that we as teachers of speech shall recognize that the tournament is playing the leading role in inter-collegiate debating today; that we as members of the Speech Association of America shall see to it that it plays that role under our direction; that we as an Association shall direct the conduct of these tournaments through an enunciation of policy and procedure so that during its life, be it short or long, the tournament will serve us in the field of speech to its maximum capacity.

MARKETS FOR THEATRE TALENTS IN THE SOUTH: A FEW SUGGESTIONS

by

MARIAN GALLAWAY*

The southern student of dramatics usually serves his professional apprenticeship in the summer theatre colonies of the North and East. In these northern companies he is hard to cast because of lingering regional peculiarities in his speech, and he is often told to get out of the South in order to improve his speech. Now, it is not impossible to "correct" the speech of a southern drama student. He can learn the rudiments of a dialect in a week, and after a month of rehearsals he can provide as perfect a performance in dialect as his northern fellow-student. Moreover, he has often appeared before southern audiences who experienced no difficulty of understanding him, and who did not find his speech at all distracting. The truth is, he lacks motivation to "improve" his speech until he finds out he must go north to make a living in the theatre. One cannot help asking why he cannot find an outlet for his talents in the South.

The difficulty of "breaking in" in the North, and the lack of outlets in the South produce serious effects in college drama departments and in the lives of talented students of dramatics.

First, many a talented student, faced with the necessity of making a living, gives up all notion of staying in the theatre. He goes out to a "second-best" life in an office or laboratory, and further tangles the situation by donating his imperfectly trained services to community theatres which should have well-trained leadership and should recognize the value of such leadership by paying for it. This is not the student's fault, and one cannot blame him; but he is actually retarding the day when theatre skills will be paid at the same rate as skills in carpentry and typing. One must find some way to enable these practical and talented individuals to make their living in the field of their major interest.

To the theatre, the loss of these people is of extreme importance.

*Assistant Professor of Speech and Director of Dramatics, University of Alabama.

The most practical talent slips away from us, leaving a few artists with practical sense, but more who merely "like to be in plays"—sometimes with serious creative purpose, sometimes just for fun. In other words, the people who might put theatre on a paying basis as managers and builders use their talents in other fields, and leave us without these talents in the theatre.

In facing the situation, it is wise to take stock of the outlets now available to theatre students in the South. There are always a few assistantships in colleges. There are summer camps which utilize our students as dramatics counsellors. There are occasional paying-or non-paying jobs of directing in clubs or community theatres. Once in a while a southern college actor makes a little money in summer stock. A few technicians get jobs. But there are all too few openings for actors in the four or five professional community theatres in the South. Fundamentally we depend on teaching jobs to absorb the talents of our students. But what if they do not want to teach?

The things we can do to remedy the situation seem to fall into three groups: those directed at college administrators; those aimed at altering the theatre-going habits and attitudes of the audience; and those concerned with the apprenticeship and ultimate professional life and usefulness of the student.

Administrators ask two questions. First, they inquire if entertainment is a legitimate function of colleges. They support music, debate, even athletics, without question, because there is some public demand for these activities, and because the activities themselves draw students to the college. Dramatics can and often does serve the same functions. Moreover, in providing theatrical training in the college, the administrator more or less commits himself to the point of view that this training has social and cultural value. Finally, the training of the theatre student is not complete without public performance, which happens to be entertainment. In other words, the existence of courses in theatre in the curriculum provides a wedge of argument for more perfect training, and for utilization of such training.

The second question asked by administrators is, "Why should we guarantee jobs to theatre students?" This question is somewhat illogical, since theatre students are not demanding guarantees of jobs any more than are students of music, art, or athletes. But it seems only fair to give the same *hope* of a livelihood to talented

theatre students as to students in other fields, even if such a hope must be fostered by administrative support of theatrical entertainment. It is illogical of administrators and not quite fair, perhaps, of college theatre directors, to lure young people to major in an exciting field where no living can be made. We must be honest and practical in the inducements we use to attract students.

If the administration is reluctant to support dramatics beyond the offering of a few courses, the process of building respect and financial support must necessarily be slow. Excellent programs, high production standards, careful budgeting, and steady building of audience support must ultimately have weight. Devices for acquiring a bank account should help—an extra performance each year, visiting companies well advertised, might bring in funds. It is not to be assumed that a college theatre could amass in a few years enough money to finance a state-wide theatre program. But cooperation with the college Extension Division and News Service, well-laid long-term plans, and evidence of social and financial responsibility should create the respect and confidence that will bring more substantial aid from the college administration.

The next group of remedies is aimed at the reorientation of the audience toward the play rather than the player. Many college audiences are still composed of people interested less in the play than in the student-actors. Several means can be used to combat this "amateur" point of view. First, of course, general excellence of performance can be depended on to create a demand for excellence and a rapid change of motive for coming to the theatre. Second, a theatre-going habit can be developed in the audience, regardless of who acts in the plays. Even though the college group cannot manage to produce more than three to five plays a year, a theatre-going habit could be developed by a conference in dramatics like the Big Ten of athletics or debate. If, say, five colleges formed themselves into a circuit and each visited all the other campuses once a year, each audience could have four plays a year more than it could normally have, and a certain week of each month could be counted upon as "play week." Such a program might well be self-supporting if each college would assume its own production and travelling expenses, while the living and advertising expenses of the visiting company might be borne by the company receiving the play. If the box-office receipts were taken by the receiving company, the four visitors might

bring in enough money to pay the travelling expenses of the receiving company when it went on tour. At least receipts would be in proportion to the energy with which a theatre group advertised its visitors, and the audience, seeing plays by actors they did not know, would change from a local group interested in only its own members to a cultured group interested in theatre as such.

Finally, some provision might be made by colleges for the professional apprenticeship of their students within the academic boundaries of the curriculum. A graduate group in the South comparable to the N.T.C. players now at Indiana University might stimulate student actors with the hope of a professional apprenticeship. A summer workshop operating precisely as a stock company might be included in the curriculum, with at least a nominal payment to the actors as soon as payment became feasible. This practice has already been successful in the University of South Dakota. The goal of such a workshop should be the developing of students who, after two or three years, would secede from the parent company and found companies of their own. Certainly a strong course in theatre management should be part of this workshop plan. For a few years, at least, the director and the business manager should be emphasized throughout the dramatics curriculum, for these are the people who will create jobs for the theatre students of tomorrow.

Nothing has been said of the value of training teachers with vision for high school and even children's dramatics. Surely the importance of a wise and far-seeing introduction to dramatics is self-evident, and cannot be elaborated here. The training of teachers must always be an important aim of educational theatre.

The whole point is: Anyone who has had the responsibility of a theatre knows that the theatre does not run by artistic talent alone, but by substantial commonsense and business acumen. If we are to attract young people with these qualities, we must be able to show that theatre is sound business and does offer the opportunity of making a living.

A PROCEEDINGS REPORT OF THE NINETEENTH ANNUAL CONVENTION OF THE SOUTHERN SPEECH ASSOCIATION

Members of the Southern Speech Association, the American Educational Theatre Association, and visitors attending the nineteenth Southern Speech Association convention met at the Roosevelt Hotel in Waco, Texas, April 6-10, to participate in one of the finest and most varied program ever offered by the Association.

Wednesday was devoted to the program of the American Educational Theatre Association, and its AETA Conference Workshop was added this year for the benefit of those who were particularly interested in the theatre.

At eight A.M., fully an hour before the official conference registration began, some twenty members of Alpha Psi Omega, national honorary dramatic fraternity, gathered in the cafeteria of the Baylor Student Union building for a breakfast, after which Professor E. Turner Stump, national president and professor of Speech and Theatre at Kent State University, Kent, Ohio, discussed some of the future activities of Alpha Psi Chapters.

At ten A.M., a special registration began for the American Educational Theatre Association Conference Workshop, under the direction of T. Earl Johnson. This AETA registration was held in the lobby of the Baylor Theatre and was limited to those planning on attending AETA sessions only.

Actual convention proceedings began in the Baylor University Theatre with a panel discussion, "Practical Production Problems by High School and University Dramatics Directors." Bruce Roach, University of Texas, was chairman of the session and presented the various speakers. Mrs. Arch Pearson, Lon Morris College, spoke on tempo, rhythm, timing and similar subjects concerned with actual direction. Mrs. Pearson used illustrations from Lon Morris productions to point specific examples and presented one of her students in a brief scene from Sir James M. Barrie's play, *A Well Remembered Voice*.

The second speaker on the panel, Art Cole, Director of the Midland, Texas, Little Theatre, chose as his subject, "Short Cuts on Sets and Lights." Cole prefaced his remarks with the statement that if there were "short cuts" he did not know anything about them,

and so had chosen to talk about some possibilities of producing plays in varied forms from the all-too-common box set. The forms Cole talked about were: 1. minimum scenery; 2. lighting and a neutral background; 3. varied scenic forms and styles; 4. central staging. In discussing minimum scenery, Cole suggested its possibilities to producing groups, saying it was far less expensive, and that the use of it gives the production crew the idea that they are doing something different. On lighting and a neutral background, Cole stated quite positively that black was the only satisfactory background. He suggested the use of black curtains with spotlights pointing the various acting areas. Under varied scenic forms, Cole reminded the directors of the possibilities of using stylization, formalism, impressionism, or expressionism. The values of central or arena staging were spoken of for those who want to try something new or who are not properly equipped to do plays on a stage.

The third speaker on the panel was Miss Emmie Lou Patton of Central High, Jackson, Mississippi. Miss Patton chose costume and make-up for her subject. She concluded with the remark, "The more powerful the costumes and the make-up, the better off the high school student actor is in creating his role."

Duncan Whiteside, Technical Director of the University of Mississippi, talked on the very important subject of cooperation between high schools and universities. To improve this cooperation, Whiteside said, the University of Mississippi has plans in formation, the main feature of which is a theatre consultant service in which the University will have on file plans and specifications of all stages in the state. Various producing groups may then write to the university asking questions and help on matters of play production; since the details of the stages will be on hand, questions may be more readily answered. It is also planned to send graduate and other advanced students to these producing groups to aid in their productions.

Another innovation of the Waco convention was the American Educational Theatre Association luncheon, held in the lovely Colonial Kitchen dining room of the Baylor Student Union Building. In the after luncheon ceremonies Bruce Roach, chairman, introduced first, Charles McGlon, President of the Southern Speech Association and a member of the faculty at Southern Baptist Theological Seminary, Louisville, Kentucky, who spoke on the Southern Speech Association. Miss Kalita Humphries of the American National Theatre and

Academy, discussed some of the things which ANTA is attempting to do for and in cooperation with college and university theatres. She also told the meaning of ANTA and how the organization came into existence. Claude Shaver of Louisiana State University, discussed the National Theatre Conference meeting in New York and its implications. Loren Winship, Chairman of the Department of Drama at the University of Texas, discussed the American Educational Theatre Association. At this point Chairman Roach introduced Delwin Dusenbury of the University of Florida, who presented a resolution requesting further AETA conference workshop meetings to be held at Southern Speech Association conventions. The assemblage voted unanimously that the resolution be offered to the Executive committee of the SSA. In a semi-formal business meeting, the matter of play releases was discussed and it was voted to send the results of the discussion to ANTA. ANTA had requested that certain plays be released to such producing groups as Barter Theatre and that they be withheld from other producers until these companies had finished with them. It was the feeling of the group that such a move would keep too many scripts from prospective producers.

The second American Educational Theatre Association session met at two o'clock on Wednesday afternoon with Delwin Dusenbury, University of Florida, as chairman. B. Iden Payne, University of Texas, was the first speaker on the afternoon session. Payne's topic was "Staging Shakespeare." His first and strongest suggestion was that people "not be afraid of tackling Shakespeare." Payne told of using Carnegie Tech freshmen, who do not take part in major Tech productions, for studio scenes from Shakespeare. He commented that the faculty, at first dubious about the idea, was won over. Shakespeare is excellent training for actors as they must work hard, and the harder an actor works, the more he will learn. The main requirement of Shakespeare is continuity of action or "Melodic line of scene development," preferably with no representational scenery and no specified locality. When questioned as to what Shakespearian production was a good one to start with as a first school production, Payne suggested *Twelfth Night*.

Continuing the session on "Shakespeare and the Educational Theatre," Lucy Barton spoke on the subject "Costuming Shakespeare." Costumes, stated Miss Barton, are clothes—not incredible concoctions but credible clothes. The clothes must look as though

it were possible to kneel, walk, and sit in them. Clothes must be functional. Color and design are governed by a feeling of reality and suitability. Miss Barton said that if one did not have the money to do the play well in Elizabethian costume, it is better to do it in modern dress. She spoke of the large expenditures necessary to build and maintain an adequate Shakespearian wardrobe. However, many Shakespearian characters need rough materials, and may be dressed in burlap, such as potato or ham sacks.

James Barton, Southwest Texas State Teachers College, spoke on the "Value of Educational Dramatics in Speech Training." Barton said that training in speech is not the basic purpose of the educational theatre, but it is one of the things which it accomplishes. Theatre helps the student to realize that effective speech is the aim of the group who are interested in theatrical work because the field demands a high degree of perfection.

Speaking on "Educational Theatre Trends," Clark Weaver, editor of *Players Magazine* and Director of Theatre at Texas State College for Women, spoke largely from that viewpoint. He divided theatre into four groups: The professional theatre, which is dead; community and little theatres; special school theatre; and the Educational Theatre. Educational Theatre, said Weaver, is no longer imitating Broadway; it is not producing the hit shows which helped kill the professional theatre. Much Shakespeare is being produced. The basic problem is financial. If we could bring into colleges a nucleus of professional people, perhaps theatre could be cultural rather than a sport placed just below football. He added that the first thing that guarantees success is a theatre-minded audience and that increasingly the professional actor is a college graduate.

C. L. Shaver, Louisiana State University, who was a representative at the UNESCO conference in Cleveland, reported that American plays are being produced in Germany more than those of any other country. Dr. Shaver reported that about 150 people attended the UNESCO meeting; that there was little United States representation from the Commercial Theatre and much from the Educational Theatre. European representatives wanted to know about the *Educational Theatre* in the United States. Shaver also spoke of the work which the International Institute, a part of UNESCO, is doing in the promotion of theatre.

At the close of the second and final AETA session, Professor Paul

Baker talked for a short time about the Baylor theatre, telling its advantages and the plans that had been made for it, and some of the things that could be done with the arrangement as it stands. As you face the main stage you will note two stages on the right and two on the left for a total of five playing areas. Professor Baker explained how at times all five of these stages had been put to use in a single production. By rearranging the chairs so that the audience faces the opposite direction, it is possible to use the rear of the theatre (front entrance lobby) and the balcony and gallery above it as a permanent stage for the presentation of Shakespearian productions. By removing all the chairs from the auditorium floor and arranging them on the stages it is possible to use this cleared area for productions requiring central staging.

People attending the convention saw more dramatic productions than have ever before been presented for a Southern Speech Association convention audience. Baylor University Theatre, under the direction of Paul Baker, offered on Wednesday evening, for the AETA group, a production of *Emperor Jones*. On Thursday evening, for the students attending the Congress of Human Relations, there was a production of *The Little Foxes* presented in arena fashion. Friday night there was another arena style production, this time of *The Importance of Being Earnest*. This production had been planned particularly for the people attending the Southern Speech Association meetings. In addition to the three major productions, there was a television demonstration of an excellent one-act play written by a student drama major at Baylor.

The theme of the opening general session of the Southern Speech Association Convention on Thursday was "The Speech Arts and Sciences in Relation to Contemporary Affairs." The meeting was capably presided over by President McGlon. The Chairman first introduced Dr. W. R. White, President of Baylor University, who cordially welcomed Association members to the Baylor campus and to Waco.

The subject for discussion was opened by Dr. L. W. Courtney of Baylor University, who emphasized the need for clear, honest, and intelligent speaking in the classroom as an effective means for maintaining our democratic way of life.

Dr. Elwood Murray, University of Denver, stressed the idea that the objective of speech in the total school curriculum should be

"better human inter-communication."

Dr. Arthur Cable, University of Arizona, spoke on "Methods of Measuring Communication in Interpersonal Relations." Cable emphasized the need for study of individual and group dynamics and presented four guiding principles for the measurement of the emotions and interpersonal relations.

Dr. James H. McBurney, Northwestern University, President of the Speech Association of America, made an eloquent plea for the maintenance of friendly co-operation and further consolidation and unity of all professional and speech groups within the national organization.

The second general session on Thursday followed the theme of "Speech In The South," with Miss Rebekah Cohen of Central High School, Memphis, presiding. The first portion of the program consisted of a panel discussion, "What The States Are Doing."

Frank Davis reported that Alabama has a speech association which meets at the same time as the State Education Association. Miss Leona Scott of Arkansas reported that their Speech Association meets at the time of the State Education Association and sponsors a yearly speech festival and a debate tournament. The Arkansas State Department of Education requires all teachers to have three hours in speech training.

The Florida State Speech Association, reported H. P. Constans, meets with Florida Education Association and conducts a Play Festival and debate contests. The most important project sponsored was a workshop directed by teachers of speech and the publishing of a guide to teaching speech in the schools of Florida.

Mrs. W. W. Davison of Georgia, discussed the organization of a Special Education Department through the efforts of the Georgia Speech Association and former Governor Arnall. Emphasis has been placed upon the training of those afflicted with cerebral palsy. Regional Play Festivals and a State Speech Festival are held. One Georgia county is placing speech training in all twelve grades throughout the county. Charles McGlon stated that Kentucky's Speech Association meets twice each year, and that the University of Kentucky sponsors a two-day workshop each fall for the teachers interested in speech contests.

Waldo Wasson of Louisiana, reported that the Louisiana Speech Association meets in conjunction with the Louisiana Education Asso-

ciation. Sectional Meetings in the special speech fields are held, and the programs of these meetings are designed to interest people in fields other than speech. The State Speech Association publishes a news letter every two months on what is being done in speech in Louisiana.

Charles M. Getchell said the colleges and universities of Mississippi are fairly well organized. There is need for more support from the State Education Association. A speech syllabus for elementary teachers has been distributed throughout the state, and a syllabus for high school teachers will be distributed next year. Speech contests are held, but the Speech Association tries to avoid duplication of contests held by other organizations.

Paul Soper of the University of Tennessee, reported that Tennessee has the second largest state membership in the Southern Speech Association. The University of Tennessee sends out a man to visit the high schools in an effort to improve speech training. An English manual is published for teachers of English in the public schools, and a substantial part of the manual is devoted to speech.

A report on Texas was given by J. Rayford Holcomb. Texas has revised its course of study on speech. The State Department of Education requested that Interpretation, Public Speaking, and Debate be included in the course of study. All junior high schools of Dallas plan to offer a public speaking course for the first time. Texas holds the largest interscholastic speaking contests of any state.

H. Hardy Perritt, reporting on Virginia, said there are two speech associations in the state. One is called the Virginia Drama Association and the other is the Virginia Speech Association. A joint committee of the two associations secured the agreement of the Superintendent of Public Instruction and other members of the Board of Education to make the following recommendations: (1) That three semesters of speech training be required of all teachers preparing for certification; (2) That speech and drama be placed on the approved list for state scholarships for summer study; (3) That a recommendation be sent to all superintendents suggesting courses in speech and drama be offered with regular curricular credit in the high school; (4) That teachers in charge of extra-curricular speech and drama activities be encouraged to improve qualifications by receiving special consideration in the form of reduced teaching loads and additional compensation; (5) That qualified teachers be placed in charge of extra-curricular speech activities.

Charles W. Redding, Head of the Speech Department at the University of Southern California, in speaking on "What The States Could Do," showed, by using California as an example, the many weaknesses that exist in speech training. Four different Speech Associations prevent cooperation which is essential in the progress of speech training. California has two drama associations, one for the high school and one for the college. The organization of these groups into one uniform state association would strengthen speech work. Ten per cent of the California speech teachers have no speech training. Teachers of speech should be required to be trained in speech. Strong speech organizations are essential in developing speech training within the state.

A panel composed of past Presidents of the Southern Speech Association discussed "What The Southern Speech Association Has Done." Each speaker told of the high point during his administration.

Frances K. Gooch, 1932-33: Letters were written to various people trying to encourage the growth of the new association which had been organized in 1930. H. P. Constans, 1933-34: This year the tournament was separated from the convention proper. Giles W. Gray, 1936-37: The controversy over the tournament was ended. T. E. Johnson, 1939-40: The Baton Rouge convention had the largest attendance of any conventions preceding it. Dallas C. Dickey, 1941-42: Plans were drawn up at the meeting to be circulated among the school authorities. Robert B. Capel, 1944-46: No convention the first year. The problem was to keep the organization together during the war years. The name was changed from the Southern Association of Teachers of Speech to Southern Speech Association. Lester L. Hale, 1947-48: Reinforced points of view of significance of speech in the post-war world.

This session was brought to a close by a speech by H. P. Constans, Head of the Department of Speech, University of Florida, on "What The Southern Speech Association Could Do." The Association can and should do the following, said Constans: (1) continue to serve all speech by a unified organization; (2) continue to invite outstanding speakers from outside the profession; (3) give increased opportunity to new colleagues; (4) examine and evaluate tournaments given by individuals; (5) continue to improve *The Southern Speech Journal*; (6) study certification of teachers; (7) strive to increase

membership; (8) launch a vigorous drive to place more *Southern Speech Journals* in libraries; (9) exchange material on regional projects; (10) appoint a committee to explore the possibilities of publishing research articles.

Dr. C. M. Wise, Louisiana State University, was chairman of the section on Thursday afternoon devoted to Linguistics and Phonetics. H. Waldo Wasson, Southwestern Louisiana Institute, reporting on a study of "Southern Features in the Speech of Columbia Missouri," concluded that: (1) the majority of early inhabitants of Columbia, Missouri, had come from south of the Mason-Dixon line; (2) most of the inhabitants arriving after 1870 came from General American Stock; (3) many characteristics of Southern and sub-standard Southern speech still exist among the residents of Columbia; (4) the oldest inhabitants most frequently used sounds characteristic of Southern speech, the middle-aged group have retained fewer sounds characteristic of Southern speech than the oldest age group, and the speech of the youngest residents was more nearly General American than that of the other two age groups.

Using maps to illustrate the areas involved as well as recordings exemplifying the intermixture of various languages (namely, German, French, Spanish, Czech, and English), Eva G. Currie, University of Texas, discussed the "Linguistic and Sociological Consideration of Some Populations of Texas."

Harriet R. Idol, Louisiana State University, speaking on "The Application of Phonetics to Spanish American Dialect," explained the method which she has found to be most successful in teaching English to the Spanish-speaking students at Louisiana State University.

Jeanette Laguaite of the New Orleans Public Schools system spoke on methods which she has found most valuable in the use of phonetics in correcting the speech of New Orleans students.

"The Application of Phonetics to Fundamentals and to Dialects in Drama and Interpretation," was the subject of a discussion presented by Hollis and Julia Todd of Ouachita College.

The sectional meeting on Radio and Television featured a discussion of Television by Seymour C. Andrews, a pioneer in television and now with WBAP-TV, Fort Worth. Seymour asserted that radio people are not fitting well into television work and that a new brood of workers is coming directly into the field. He pointed out that television will "burn talent," for the visual presentation of the

same actors week after week will not be acceptable to television fans as are regular weekly broadcasts by radio performers. He also insisted that present techniques are merely borrowed from radio, theatre, and movies, and that a true television technique has not as yet been discovered. A demonstration of a television performance by Baylor students under the direction of Layton Marvey followed. The presentation was an original drama, "Ivory Tower," which had been televised several days before over WBAP-TV.

The Theatre section with Delwin B. Dusenbury, University of Florida, as chairman, was held on Thursday afternoon. Dr. Marian Gallaway, University of Alabama, spoke on "Marketing Theatre Talents in the South." Dr. Gallaway stated that about all we can now offer our theatre students as jobs after college are teaching, some technical work, and summer camp counseling. She feels that the student's work should be paid for. When Dr. Gallaway sends her students out to assist groups in putting on plays, she insists that they be paid. Although we cannot guarantee jobs for drama graduates, what department is there that can guarantee that? Drama people are sometimes asked whether it is a college's business to turn out entertainment; they usually do not consider that music people do this also. Dr. Gallaway suggested that drama graduates might start children's schools; that they might sell themselves as community theatre directors. Student actors are not at present marketable, and the students must make their market. Perhaps more schools should have NTC companies like Indiana's. Several colleges might get together and each make a tour with a play to the other campuses, thus giving experiences to the actors and creating a wider audience.

Speaking on the "Theatre History of Pensacola, Florida," Russell Bagley, University of Florida, traced the theatre of Pensacola in the decade, 1882-1892. He counted the number of productions of various types presented in Pensacola during the ten year period, naming some of the leading actors and plays which were presented.

W. Fredric Plette, Northwestern State College of Louisiana, discussed "New Plays" and the work which is being done by The Manuscript Play Project of The American Educational Theatre Association, in making available new scripts for production to member theatres.

Miss Shirlee Dodge outlined the work now being done at the

University of Texas in the acting classes of which she is an instructor. Her topic, "The Place of Dance Movement in Drama," dealt with the work being done in the first year acting class, in which stage movement is approached through dance and voice.

A Speech Correction and Hearing section with Jesse J. Villareal, University of Texas, as Chairman, met on Thursday afternoon. The first speaker, Dr. Lester L. Hale, University of Florida, used colored slides including diagrams, cartoons, and photographs to portray a vivid picture of the speech processes. His subject was "The Physical Aspects of Speech."

Dr. Giles W. Gray, Louisiana State University, reporting on "Physics of Sound in Speech and Hearing," emphasized the importance of providing all students of speech, including the public speaker, actor, and the interpretative readers, with a fundamental knowledge of the principles of acoustics and the science of voice production.

Concluding the session, Professor Jesse J. Villareal, spoke on "An experiment in the Judging of Voice Quality." This was an experiment which he had carried on at the University of Texas.

Miss Sara Lowrey, Baylor University, presided at the "Reading Hour" on Thursday afternoon, introducing the reader, E. Ray Skinner of Wayne University. Dr. Skinner presented an original abridgment of the novel, *Proud Destiny*, by Lion Feuchtwanger. The audience enjoyed the story of what happened during the American Revolution in France.

On Thursday evening, the Southern Speech Association gathered in Minglewood Bowl on the Baylor University campus for an evening of informality, fun, and an Out-door Barbeque. The group, after eating, moved chairs close to the fire for informal singing of popular western songs led by a group of Baylor cowboys. Climax of the occasion was an address by the Honorable Pat M. Neff, former Governor of Texas and President Emeritus of Baylor University. Mr. Neff spoke to an interested audience on "Battles of Peace." "The lives of Texans," he said, "have always been built around three houses, the courthouse, the school house, and the church house."

The third general session, which met on Friday morning, dealt with "Teaching the Speech Arts and Sciences," with Glenn R. Capp presiding. Public speaking and rhetoric were discussed by Waldo Braden. Nine principles for evaluating the public speaking course

were that it should be an integral part of students' academic course; it should be open to all students; it should be taught by a well trained teacher; it should be adapted to needs and abilities of the individual student; it should require a thorough understanding of rhetorical principles; it should offer opportunity for speaking followed by constructive criticism; it should stress the importance of accurate facts and sound reasoning; it should stress social responsibility of the speaker; it should not be advertised as a cure-all nor a catch-all.

Ed Miller of the University of Michigan, the critic commentator, in speaking of Mr. Braden's speech, said it was a clear cut statement of a practical philosophy for teaching Public Speaking. However, he would have liked for the points regarding the teacher, content, and relationship to other courses developed further.

Paul Brandes, University of Mississippi, arranged for a debate on the question, "Resolved, That Intercollegiate Debate Tournaments Should Be Curtailed." Glenn Reddick, Chase Winfred, Battell Baxter, and Hardy Perritt were the debaters. Some of the weaknesses of the tournament were shown to be the lack of an audience, too few students participating in too many tournaments, and contests being run inefficiently. It was pointed out by the negation that tournaments are less expensive than any other means of conducting debates, and that more students can participate.

In Harold Weiss' critique, he summarized the debate as showing that none of the debaters were opposed to tournaments, but were merely concerned with overemphasis on tournaments and the inefficient operation of them.

Dr. Lou Kennedy spoke on Speech Correction and Hearing. She pointed out that speech and hearing problems are inseparable. No one is as important in the child's development of speech as the classroom teacher. The classroom teacher must learn to recognize kind and degree of speech defects.

Amy Allen as critic-commentator asked some questions of Dr. Kennedy. The most important one was, "How will a beginning teacher know whether the speech problem is articulatory or a learning problem?" Dr. Kennedy stated that if a child lags behind the regular time that it requires for children to learn various sounds, one may conclude it is a learning problem.

The third general session of the convention was continued with Miss Bettye May Collins, Memphis Technical High School, and

second vice president of the Southern Speech Association, presiding. Dr. Charles P. Green, University of Oklahoma, and Chairman of the Study Committee for Interpretation of the Speech Association of America, presented the status and opportunities for graduate work in Interpretation. Based on his findings in a recent survey of seventeen institutions in the United States, Dr. Green stated that training must go beyond individual talents and that there are limitless opportunities for scholarly investigation.

"Teaching the Techniques of Acting," was the subject of an animated speech by James Moll, University of Texas. Mr. Moll explained the importance of psycho-physical co-ordination as the objective of a basic course in acting and stressed certain media, particularly the dance, as being best for obtaining correct mental and emotional responses from the student actor.

The members of the Association were excellently entertained by a program presented by the Verse Speaking Choir of the West Junior High School of Waco, under the direction of Florence Fox McClung. Numbers presented were "A Salute to the Flag," a talking picture of "Street Cries," and "The Musical Donkey." These vocal numbers were followed by a novel program featuring the children as human puppets in an original version of "The Three Bears" and "Uncle Sam in a Tap Dance Routine."

Waldo Braden of Louisiana State University, was chairman of the sectional meeting for Public Speaking and Rhetoric. Edward Pross of Texas Christian University, discussed "Some Practical Applications of The Aristotelian Concept of *Ethos*." He pointed out three qualities of a good speaker: good sense, good moral character, and good will. Character may be called the most effective means of Persuasion. *Ethos* is an indirect proof which consists of conveying to one's audience one's intelligence, character, and good will.

"Debating in the Literary Societies of Southern Universities," was discussed by Frank Davis of Alabama Polytechnic Institute. This discussion showed that Societies came into existence in 1803. There has been a decline in the place of the society since the Civil war. Societies are still in existence, however, in many colleges and universities. Inter-Society debating became popular around 1880, and debates at Commencement became popular in 1883.

Glenn Reddick presented information gained from his study of "When The Southern Senators Said Farewell." The farewell speeches

of Southern Senators followed secession actions of 1861. Ten of twenty-three senators chose to make farewell speeches. Robert Toombs of Georgia was the first farewell speaker. Since he was the most effective speaker in the Senate, he was qualified to present the Southern Ultimatum. Jefferson Davis was the chief attraction for the crowds. Davis utilized logical proof, syllogistic form, analogy, refutation, and sometimes assertion.

Dallas Dickey acted as moderator for a panel discussion on "Research in Southern Oratory." The panel was composed of H. Hardy Perritt, University of Virginia; Glenn Capp, Baylor University; Elton Abernathy, Southwest Texas State Teachers College; Batsell Barrett Baxter, David Lipscomb College; T. A. Rousse, University of Texas; and Don Streeter, Memphis State College. General agreement was reached that research in Oratory should be conducted with the purpose of using the results of research as an aid toward improving speech training.

The Friday afternoon section, "Speech Education For All The Speech Arts and Sciences," with Paul Soper, University of Tennessee, presiding, was opened with a speech by Rosemary Elliot, "How to Improve Speech Education in the Elementary School." Miss Elliot, Louisiana State University, stated that the best type of Elementary school teaching of speech is done by a person who is a speech teacher as such. Speech should be required in the elementary school teacher's study. She should acquire a philosophy of good speech and be taught the technique of teaching speech. Miss Elliot suggested three specific things which might be done to improve speech teaching in the elementary school: (1) require speech in the elementary teacher's program of training; (2) encourage use of and cooperation with the correctionist. (3) help elementary teachers through good textbooks.

Miss Helen Lochrie, Humes High School, Memphis, Tennessee, spoke on "Improving Speech Education in The Secondary Schools of the South." She suggested the following three forces which have stimulated the high school speech program: (1) during the war many administrators saw the need of speech work; (2) vocational guidance programs and research make for speech consciousness since business men require good speech of their employees; (3) the concerted efforts of speech teachers through such organizations as the SSA in furthering the efforts of individual teachers. She suggested

that we show clearly the need of speech in all high schools for all high school students, that colleges and universities give more scholarships in speech to high school students, that in the high school curriculum there be included an all-inclusive attention to speech, and that there be better instruction by speech teachers.

Speaking on "The Undergraduate College Program for Training Speech Teachers," Miss Chloe Armstrong, University of Mississippi, was emphatic in her belief that skill in speaking is based on sound understanding but that practice is also necessary. Speech is not just for speech teachers, but for all students to help them to think through problems and to help them express themselves.

H. P. Constans, University of Florida, spoke on "Graduate Speech Education For The Secondary Teacher." He pointed out that the problem is particularly difficult to consider because secondary school teachers' positions are all so different. Where will the graduate student teach? Will he have more English work than Speech? Professor Constans believes in training on a high level, general rather than over-specialized. He spoke of the methods used at the University of Florida. Constans suggested that it might be well to require a fifth year of graduate work for secondary teachers. If a student does not do good work, be honest with him and suggest a change of major. There is one course which he feels is necessary for all graduate speech students. It may be called Introduction to Speech, or Introduction to Graduate Study, and should include History of Speech Education, Methods of Research, and a glimpse at all the fields of speech. With a broad background, one then achieves reasonable competence in one field.

The chairman of the Oral Interpretation section, Charles M. Getchell, University of Mississippi, presented six Baylor University students who read selections prepared by themselves without coaching. Their work was then evaluated and discussed by a panel of critic-commentators consisting of Frances Gooch, Francine Merritt, Allen Bales, Vera Paul, and Bruce Roach. One critic pointed out that often the total points given according to a rating scale will show little agreement with one's total impression of the work of individual students. One significant observation was that too much insistence on the difference between impersonation and interpretation may induce repression and the elimination of all physical expression in the presentation of reading. Considerable stress was placed on the

proper choice of selections within the range of the experience of the reader.

The Forensics section met with Leona Scott of Arkansas State Teachers College, as chairman. The first speaker was Burton Byers of George Peabody College for Teachers, who spoke on "What The Forensic Program Has To Offer." He pointed out that teachers of Forensics teach methods by which reasoned opinions are formulated. The following should be the aims of teachers of Forensics: (1) find some means of placing emphasis on social responsibility; (2) seek out ways and means of teaching limitations of life; (3) adopt some method of teaching points of view of others; (4) encourage debaters to change beliefs when evidence is present; (5) make a better training ground for good speakers.

"The Present Status of The Forensics Program" was discussed by Geneva Eppes of Hendrix College. Tournament debating is often inefficiently operated because the tournament is too large. Qualified judges are often not available, and students are roped into judging. Student participation has not kept pace with increased forensic programs, because only a few of the best debaters are used in tournament debating. Women students are in the minority as debating participants.

Orville White of Arkansas State Teachers College, enumerated some changes that he would like to see in the forensics programs. There is a need for a change to a better and more helpful philosophy. Changes in the techniques of debating are needed. Debaters should have an audience. They should debate both sides of the question.

A panel composed of Jessie Mercer, Amarillo High School, Amarillo, Texas; Lois Fitzsimmons, Murphy High School, Mobile, Alabama; Wilhemina Hedde, Adamson High School, Dallas, Texas; Wilma Baugh, Louisiana Polytechnic Institute; and Rex P. Kyker, Abilene Christian College, discussed "The Best Over-all Approach To The Problem Of A Student-Centered Program of Forensics." The conclusions reached were: (1) regular classes in debating are needed; (2) improve judging of debates; (3) develop the individual whether he can win or not; (4) intramural debating is a good practice.

Dr. Dallas C. Dickey, University of Florida, was chairman of the Friday afternoon session on "Southern Graduate Research." The first speaker, Ira North, David Lipscomb College, discussed "The

Rhetorical Method of Alexander Campbell." Mr. North began with a brief biographical sketch of Campbell, stating that he was born in 1788, and that his father was a teacher in Glasgow University. He is most famous for his revivals. Campbell offered a contrast to the emotional speaking of the day; he was confident but not arrogant; his illustrations were clear, rich, and forceful. He was exceedingly handsome and had a marvelous personality. For years he spent sixteen hours a day in his library. His appeal was more to the intellect than to the emotions. He was always fair, not fighting for victory but for the truth. All these qualities combined to make him one of the most outstanding figures of his day.

C. L. Shaver, speaking for Miss Iline Fife, Louisiana State University, discussed the "History of the Theatre During the Confederacy." The paper covered some of the outstanding figures of the period. The Queen Sisters were the only real southern troupe to come from the war. The group started at Charleston, toured, and ended in Augusta. John Hill Hewitt managed the troupe and adapted plays for their use. Some few actors were "made" during the war who carried on afterward in New York. Miss Fife's work sums up the emergence, maturity, and disintegration of the Confederate Theatre.

Miss Margaret C. McClellan, University of Florida, discussed "An In-service Teacher Training Program in Speech Correction," in a paper prepared by her and read by Dr. Lester Hale. Miss McClellan undertook to determine what is being done in the field, to describe the Duval county project, and to evaluate and give suggestions. For her experiment three trips were made to the schools, in the fall, at mid-year, and toward the last of the session. Miss McClellan worked with 24 first grades and 14 second grades. At the time of the first visit to each school, a meeting of the first grade teachers and the administrators was held at which the correctionist explained that severe cases would be handled by the correctionist. Then the first grades were screened. The teacher was helped in planning for each student; she was shown how she might best use the state approved texts in reading for this purpose; and suggestions were given for teaching the entire class. At the mid-year visit, the correctionist taught demonstration classes, gave hearing tests, and gave various diagnoses. In the spring the 14 second grades were screened. Miss McClellan's conclusions seem to indicate definite

value of her in-service training program in terms of the much larger number of students improved and corrected.

"The Principles of Aesthetics Applied to the Oral Interpretation of Literature," was the topic chosen by Lorena Brasfield, Baylor University. Miss Brasfield began with some general statements about the field of art as a whole. Both skill in performance and understanding of principles are necessary. She cited three theories: the hedonist, which is the appeal to the beautiful; the platonic or moralistic, in which one experiences constructive emotions; and the intellectualistic, in which the purpose of art is understood to be truth. She named twelve principles of aesthetics which were to be applied to interpretative reading, and discussed the first six.

The closing speaker on the session was President Charles McGlon, who spoke on "Speech Education in American Baptist Theological Seminaries, 1819-1943." Because of acute limitation of time, McGlon's report was cut very short. He told briefly of his methods and form of reporting. After extensive research in theological education as a whole, his final work will cover the speech work of 110 teachers in 124 years in 12 schools in the United States.

H. Hardy Perritt presided over a discussion demonstration which was of the symposium type in contrast with the panel demonstration of last year. The question discussed was, "What are the problems that arise in the administration of class-extraclass relationships and how can they be solved?"

Representing Clinics in Speech Correction and Hearing, Marguerite Schmelter, outlined the three kinds of clinics, and insisted that all teachers are concerned with teaching speech and must give attention to the correction problem. She stressed, in consequence, the importance of enlisting the cooperation of classroom teachers in the handling of certain phases of the work, and the need for specific directions in follow-up work. The need of parental cooperation was also emphasized. Speech therapists who are promoted to research or administration should still be available for consultation in difficult cases.

Claude L. Shaver, speaking for the Theatre, stressed the problem of regulating and evaluating extra-curricular theatre activity, especially such as is not directly related to a course currently being taken by a student. Some institutions utilize a point system—with points counting toward grades, toward honor society admittance, or

toward degree requirements. The speaker feared that some teachers demand too much of their students. He suggested the arena stage as a means of reducing technical problems.

McDonald Held, who covered the field of Forensics, considered problems of three types: (1) budgets, (2) number of activities in which a student may participate, and (3) credit for extra-class work. Budgets range from \$250 to \$2500 per year. Monopolization of the student's energies within one field should be avoided. Forensic activities should receive academic credit, present practice allowing one hour per semester, with a maximum total ranging from four to eight hours of credit.

Lucile Ruby treated extracurricular relations of Radio. Time schedules of radio program create peculiar problems in relation to schedules of students and directors. The speaker advocated a contract system whereby a student could sign up for a definite period or series of programs, after which he could renew his contract or devote his time to some other form of activity.

The climax of the Southern Speech Association convention was reached on Friday evening with an impressive formal banquet held in the main reception room of the Baylor Student Union building. At long tables tastefully decorated with the Texas state flower, the bluebonnet, the largest number ever to attend such an occasion at a Southern Speech Association meeting, gathered to enjoy one of the most delightful meals in certainly the loveliest surroundings possible. Highlight of the occasion was an address by James H. McBurney, President of the Speech Association of America. President McBurney spoke on "Radio Audiences Talk Back," and loaded his address with incidents in which his radio audiences had talked back to him. President McBurney as Moderator of the radio program, "The Reviewing Stand," broadcast each Sunday morning over the Mutual network, had many interesting stories to tell and read humorous excerpts from letters sent to the "reviewing stand" from listeners.

Continuing the Speech Correction and Hearing Workshop, a practice started in Nashville, this specialized group met on Saturday morning. Dr. Herbert E. Hipps, Waco orthopedist, speaking on "Cerebral Palsy," stated that over 75 per cent of cerebral palsy victims have normal, educable minds—educable both in motor and mental ability. After explaining the causes and classifications of cerebral palsy, Dr. Hipps described the special training required

for work with these individuals so that they may, to the best of their ability, be self-sustaining members of society. Assisted by Dorothy Hansen, Baylor University, Dr. Hipps introduced several cerebral palsy children who are receiving motor training and speech therapy in Waco.

Dr. T. Earle Johnson, discussing "Hearing," reported that 10 per cent of all school children are suffering from hearing loss outside of the normal range. He stressed the fact that in at least 50 per cent of the cases hearing loss can be eliminated by proper medical treatment and in many other cases may be arrested. Dr. Johnson was assisted by Albert R. Beinert, also of the University of Alabama, who discussed "The Fitting of Hearing Aids," and demonstrated air conduction and bone conduction audicles. Mary Rose Costello, Junior League Speech School, Atlanta, demonstrated "Methods of Teaching the Deaf." She was assisted in her demonstration by two deaf people, who, through special speech training are able to communicate successfully.

Speaking on "Articulation," Jo Simonson, Iowa State Teacher's College, discussed the roles of the speech correctionist and the college speech clinic. Stressing in-service teacher training, Miss Simonson pointed out the value of obtaining the cooperation of the classroom teacher in working with simple functional articulatory problems. She also emphasized the duty of teacher training institutions to acquaint all persons entering the teaching field with understanding of the fundamentals of speech correction. Miss Simonson was assisted by H. E. Robinson, Director of the Division of Special Education, State Department of Education, Austin, Texas, who discussed the importance of a statewide speech correction program. Mr. Robinson made an earnest appeal for more trained personnel in the field of speech and hearing.

One other practice, begun so successfully at the 1948 convention, was carried to Waco for the 1949 meeting. This was the holding of graduate conferences. These conferences give our people the opportunity to meet and talk with representatives of various graduate faculties throughout the country, for the purpose of obtaining information about future studies for themselves.

Conferences this year were held by seventeen schools with their representatives as follows: Wayne University, E. Ray Skinner; University of Alabama, T. Earle Johnson; University of Texas, T. A.

Rousse; Baylor University, Sara Lowrey; University of Southern California, Charles W. Redding; University of Virginia, H. H. Peritt; University of Oklahoma, Charles P. Green; University of Florida, H. P. Constans; University of Michigan, Edd Miller; University of Denver, Elwood Murray; University of Louisiana, C. M. Wise; University of Mississippi, Charles M. Getchell, Northwestern University, James H. McBurney; University of Wisconsin, Robert B. Capel for Andrew T. Weaver; University of Tennessee, Paul Soper.

W. Fredric Plette, Chairman
Franklin R. Shirley
Ruth M. Williams
Irma Stockwell
Jean Lowrey
Aloysius J. Blume

THE SOUTHERN SPEECH ASSOCIATION NINETEENTH ANNUAL CONVENTION

MINUTES OF THE CONVENTION

The Nineteenth Annual Convention of the Southern Speech Association was held in the Roosevelt Hotel, Waco, Texas, April 6-9, 1949. The Executive Council held meetings Wednesday, April 6, at 5:00 p.m. and 10:00 p.m.; Thursday at 9:30 p.m.; and Saturday at 10:30 a.m. The Association met in business sessions on Thursday at 1:00 p.m. and Friday at 1:00 p.m.

Executive Council, Wednesday, 5:00 p.m. President Charles A. McGlon, presiding.

Abernathy, chairman, reported for the Committee on Exhibits of Books and Equipment. Nine exhibits had been arranged, although only eight were present. Exhibit fees totaling \$80.00 were given to the Executive Secretary. Report was received. After some discussion Hale moved that the Executive Council go on record as granting free exhibit privilege at conventions to all non-profit or professional speech organizations including departments of speech. Seconded and adopted.

Miss Calhoun, chairman, reported for the Committee on Honor Organizations, stating that all such had been offered the opportunity of special meetings, breakfast meetings, etc., and that several had been scheduled.

Baxter, chairman, reported for the Committee on Graduate School Conference. Seventeen schools had scheduled conferences. He recommended better scheduling next year and suggested a single two hour period free from conflicts. Action on this report was postponed until Saturday morning.

Miss Collins, Second Vice-President, reported that she had corresponded with the various state educational associations relative to the publication of articles on speech in the state journals. The response was good and she now needed articles. She asked for suggestions and received several. Dickey moved to accept the report and that all pertinent material be turned over to the incoming second vice-president. Seconded and adopted.

Johnson presented the report of the Executive Secretary. Mimeo-

graphed copies were distributed among the Council members. The report explained how a set of books had been set up for the Association, that membership cards had been arranged in a visible card-ex-type system for easy access, and that in general the records of the Association were in good form. Included were a tabulation of membership by states, which totaled 425, of which 305 were regular members, 71 sustaining, and 49 library subscriptions as of March 31, 1949; a financial statement summary of receipts and disbursements during the year and a suggested budget showing estimated income and expenses. Three recommendations were made, viz., (1) to place the membership on an annual basis from date paid, (2) to change the publication dates of the *Journal* with issues published in September, December, March, and May, and (3) to increase dues for regular membership to \$2.00 per year. The report was received.

Separate motions were adopted approving each of the recommendations and referring them to the Association for action, including one by Dickey amending the By-Laws to provide the increase in dues. The Secretary was authorized to put the amendment into appropriate phraseology.

Johnson then presented the report of the advertising managers. A vigorous campaign among potential advertisers had been conducted during the year, resulting in advertising totaling \$525.65 for the four issues. Present indications are that considerably more advertising will be placed in the *Journal* during the coming year.

At six o'clock the Council recessed until 10:00 p.m.

Executive Council, Wednesday, April 6, 10:00 p.m.

Capel moved to recommend to the Association that the grant-in-aid to the *Journal* from the University of Florida be accepted if and when such monies are available. Carried.

Dickey moved that we go on record that no stipend or convention subsistence allowance be given any officer of the Association. Adopted.

Hale moved that the president, with the Executive Secretary, be empowered to invite Association Convention guests to any or all official meals. Adopted.

The Council received a series of recommendations from the AETA Workshop-Conference Committee and upon a motion by Capel, accepted them in principle, with final action deferred to a later meeting.

The Council received a series of recommendations from Hale for continuation of the Workshop in Speech Correction and Hearing and upon a motion by Mrs. Davison, accepted the recommendations in principle with final action postponed until a later meeting.

First Vice-President Capp gave his report, stating that his chief concern had been promoting membership. He had appointed a chairman for each state and had worked up extensive mailing lists. He suggested that the next first vice-president follow through with the idea of collecting SSA dues at state conventions. The report was accepted with acclaim.

Third Vice-President Eubank was granted permission to defer his report until a later meeting of the Council.

Editor Dickey made his report for the four issues of the Journal. He asked for and received a number of suggestions for improving the Journal. His report was accepted with commendations for a splendid job as Editor.

Miss Pendleton moved that the Council recommend to the Association that a student membership at \$1.00 per year be established. Discussion was favorable and Constans moved that it be accepted in principle and referred to a committee to make appropriate recommendations to the Association for an amendment to the By-Laws. Motion to commit was adopted. President McGlon appointed Peritt, Pendleton, and Johnson to the Committee.

The Council adjourned at 11:35 p.m.

General Business Session, Thursday, April 7, 1949.

The first General Business Session of the Southern Speech Association was called to order at 1:10 p. m., Thursday, April 7, by President Charles A. McGlon. The Executive Secretary reported the significant business of the Executive Council meetings and read two proposed amendments to the By-Laws, final action being postponed until the next meeting.

Wise gave the report of the Nominating Committee for officers for 1949-50 as follows:

President	Glenn Capp, Baylor University
First Vice-President	Claude Shaver, Louisiana State University
Second Vice-President	Bettye May Collins, Memphis, Tennessee
Third Vice-President	Batsell Baxter, David Lipscomb College
Executive Secretary	T. Earle Johnson, University of Alabama.

There were no further nominations and Abernathy moved that

nominations be closed and a unanimous ballot cast. Motion seconded and adopted.

The next item of business was the election of a nominating committee to select officers for 1950. Tellers were Duncan Whiteside, chairman, Mrs. Claude Shaver, Franklin Shirley, and Miss Geneva Eppes. Blank ballots were distributed and votes cast for members of the nominating committee.

General Session adjourned at 1:30 p.m.

Executive Council, Thursday, April 7, 9:30 p.m.

First item was the election of new member to the advisory board. Johnson resigned since he also was Executive Secretary. Shaver was designated as chairman with term to expire this year. Elections were held for the other two positions on the Board. Frank Davis of A.P.I. was elected to a two-year term and Mrs. W. W. Davison of Atlanta to a three-year term.

The recommendations for continuation of the Workshops were then discussed. It was agreed that the Workshops were not to be on regular convention days and that they could be on the same day. The recommendations were referred to a committee composed of Shaver, chairman, Dusenbury, Hale, and Johnson to prepare them in final form and present them to the Association at the Friday business session. Hale moved that the Executive Council recommend to the Association that the resolutions be approved and that a single registration convention fee will be paid to SSA for admission to workshops and/or conventions and that SSA assume responsibility for meeting the regular expenses consistent with SSA convention policies. Motion seconded by Perritt and adopted.

Waldo Braden, district governor of Tau Kappa Alpha, presented the following recommendation:

The faculty members of Tau Kappa Alpha of the Southern District in session, hereby request that the Council of the Southern Speech Association consider the following:

1. That in the college division of debate, a proposition other than the national question be selected for the annual tournament;
2. That quality ratings be added to ballots used in all contests.
3. That Tau Kappa Alpha offers its services to draft rules of procedure for the Congress of Human Relations.

After discussion, Shaver moved that the Council accept the recom-

mendations and refer them to the third vice-president for action. The motion was seconded and adopted. It was agreed that a separate debate question would be used in the college division and that a committee representing all interested groups would be appointed to draft rules for the Congress.

The Council adjourned at 10:45 p.m.

General Business Session, Friday, April 8, 1949.

The Southern Speech Association in general session:

1. Adopted a recommendation from the Executive Council that membership be placed on an annual basis with new members receiving four issues of the Journal from date of payment of membership.

2. Approved a recommendation from the Executive Council that the dates of publication of the Journal be changed with one issue published after the Convention, the exact dates being determined by the Editor and Executive Secretary.

3. Adopted a recommendation from the Executive Council to accept the grant from the University of Florida if and when available.

4. Approved the recommendations continuing the AETA Workshop-Conference and the Workshop in Speech Corrections and Hearing and adopted the following:

That a single registration convention fee be paid to the Southern Speech Association for admission to workshop and convention sessions and that the SSA assumes responsibility for meeting the regular expenses of the workshops consistent with the SSA convention policy. (Motion of adoption by Abernathy.)

AMERICAN EDUCATIONAL THEATRE ASSOCIATION

April 8, 1949

The American Educational Theatre Association Southern Regional Committee requests that the Executive Council of the Southern Speech Association approve the following:

- (1) The establishing of an annual regional American Educational Theatre Association conference workshop to be held as a part of the Annual Southern Speech Association Convention.

- (2) A standing committee of three men to serve as liaison between the Southern Speech Association and the American Educational Theatre Association shall be appointed by the president of the Southern Speech Association in consultation with the national American Educa-

tional Theatre Association president. The members of the committee must be members in good standing of both the American Educational Theatre Association and the Southern Speech Association.

(3) The senior member of the committee shall serve as chairman. The duties of the members of the committee shall be as follows:

(a) The chairman of the liaison committee shall serve as chairman of the annual regional American Educational Theatre Association Conference-Workshop and shall be responsible for the preparation of the one-day Conference-Workshop program in cooperation with the president of the Southern Speech Association.

(b) The second member of the committee shall be responsible for the theatre section of the Southern Speech Association Convention program.

(c) The third member of the committee shall be in charge of local arrangements.

(4) After the 1950 combined Conference-Convention, the president of the Southern Speech Association shall appoint only one new member annually to the liaison committee.

(5) The Committee shall operate each year on a rotating plan as follows:

(a) The new member will succeed the third member.

(b) The third member will succeed the second member.

(c) The second member will be chairman.

(6) The annual one day regional American Educational Theatre Association Conference shall be held either the day immediately preceding or immediately following the Annual Southern Speech Association Convention.

Respectfully submitted,
American Educational Theatre Association, Southern Region Committee; Delwin Dusenbury, Chairman, Claude Shaver, Bruce Roach, Paul Soper, Charles M. Getchell."

AMERICAN SPEECH CORRECTION AND HEARING WORKSHOP

(1) It is requested that the Executive Council of the Southern Speech Association approve the continuance of the Workshop in Speech Correction and Hearing as an annual feature of the SSA Convention.

(2) It is requested further that the Council take suitable action to establish a standing committee of three members to prepare the program for this workshop and to serve as liaison with the American Speech and Hearing Association.

(3) This committee shall be appointed by the president of the SSA on consultation with the president of ASHA, and shall consist of three members serving three years each, but with staggered terms of office; the committee members must be in good standing in both associations and must be professional members or fellows of ASHA; the senior member of the committee shall serve as chairman of the committee and shall be responsible to the president of SSA for the preparation of the program for the workshop and for contacts with ASHA; specific duties shall be assigned to other members of the committee.

(4) The workshop shall have a full day's program scheduled on the day immediately preceding or immediately following the annual SSA Convention.

(5) The committee shall be authorized by the Executive Council to propose to the ASHA that the Workshop be sponsored jointly by SSA and ASHA, requesting that it be developed as a short course carrying credit toward membership standing in ASHA, and that it otherwise be conducted in the mutual interests of SSA and ASHA, and to the immediate benefit of southern workers wishing continuing help from both organizations.

Respectfully submitted,
Lester L. Hale
T. Earle Johnson

5. Amended by By-Laws as follows:

(a) Amended Article II by adding:

"Section 4. All undergraduate students are eligible for a special student membership with all privileges of regular membership, upon payment by December 1 of annual dues of \$1.00."

(Motion of adoption by Plette.)

(b) Amended Article II by striking out Section 1 and substituting therefor:

"Section 1. Dues for regular membership shall be two dollars (\$2.00) per annum, payable in advance. (This section becomes effective July 1, 1949.)" (Motion of adoption by Shaver.)

(c) Amended the By-Laws by adding:

"Article III, Committees.

Section 1. Finance Committee. The Executive Council shall elect a standing Finance Committee of three members, each for three years with staggered terms, with one member elected each year, whose purpose it shall be to prepare an annual budget, present it to the Council for approval, and supervise its use. The Executive Secretary shall be an ex-officio member of the Finance Committee." (Amendment proposed by Gray, adopted by the Association.)

6. Adopted the report of the Committee on Time and Place that we hold our 1950 Convention in Birmingham, Alabama; the one in 1951 in Gainesville, Florida; and that henceforth the Convention city be selected two years in advance. (Motion of adoption by Shaver.)

7. Received the report of the Tellers, Whiteside, chairman, that the Nominating Committee for 1950 was composed of Lester L. Hale, chairman, Sara Lowrey, T. Earle Johnson, Waldo Braden, and Frank Davis.

8. Received the report of the auditing committee, (Gray, chairman) that the books and records of the Association were in good order, were up to date, and accurately kept.

9. Adopted the report of the Resolutions Committee (Mrs. Helene B. Hart, chairman) as follows:

The Southern Speech Association in Convention wishes to express its grateful appreciation to Baylor University and especially to President White and the departments of Speech, Drama, and Radio and to the students for their gracious hospitality expressed so freely in the expansive Texas way. From now on members of the SSA will discount all reports of any small spirit of exaggeration in Texas. The hospitality has been as real and generous as the state itself.

We would like to speak our thanks especially to Dr. White for the kindly warmth of his welcome and to the local committee, Miss Sara Lowrey, chairman, Mr. Glenn Capp, Miss Mattie Bell Coffield, Mr. Paul Baker, Mr. John Backman, Mrs. Cecil May Burke, Miss Dorothy Hanson, and Miss Lily Russell.

We would also like to express to Dr. Gatlin of the Methodist Church and his congregation and to Dr. Freezer

of the Baptist Church and his congregation and to Miss Coffey and the students of Waco High School our appreciation for the use of their churches and facilities for the Tournament. This is hospitality beyond the line of duty.

As an Association our thanks go to Dr. McGlon and the officers of the Association and of the Tournament and Congress for the very successful Convention we have had.

And to the management of the Raleigh and Roosevelt Hotels for their consideration and interest in our comfort.

Mrs. Henry Hart, Chairman

Mr. George Stokes

The meeting adjourned at 1:40 p.m.

Executive Council Meeting, Saturday, April 9, 10:30 a.m.

The date for the 1950 convention was discussed. Getchell moved to meet the first week in April despite its being Easter Week. The motion was adopted setting the Convention for April 3-7, 1950. Shaver moved to hold the workshops in Theatre and Speech Correction and Hearing on Wednesday. Motion adopted. A motion by Dickey to hold the final Council meeting Friday evening after the formal dinner was adopted.

Shaver moved to approve the rewording of the By-Law governing the Finance Committee as presented by the Executive Secretary. Adopted. It was agreed not to include the resolutions establishing standing committees for the Workshops as By-Laws at this time. President McGlon called for nominations to the Finance Committee and the following were elected:

Delwin Dusenbury, Chairman	One year
Charles M. Getchell	Two years
Harold Weiss	Three years

Baxter reported that graduate school representatives were pleased with the conferences and wanted them continued. They did not feel that a special session should be devoted to them, but that they should be scheduled essentially as at present. Report was received and the matter of arranging the conference left up to the president.

Third Vice-President Eubank presented his report on the Tournament and Congress. Enrollment had increased by about 10% over last year with ninety debate teams enrolled. Income from fees was considerably higher than last year but expenses were greater with net income amounting to \$457.80 as compared with \$462.47 for 1948.

(The 1948 figure includes some membership dues collected at the Tournament while the 1949 income does not.) Included in the expenses is a five year supply of certificates for awards. Eubank recommended (1) that the Council consider limiting the Tournament to schools within the geographic area of the Association, and (2) that it adopt a policy relative to the securing of adequate judges of the debates and contests. Perritt moved to accept this report. Seconded and adopted. The recommendations were then discussed.

A motion by Constans was adopted specifying that the Executive Council instruct the Tournament Director to accept entries only from schools within the boundaries of our geographic area. (Before adoption it was agreed that a special invitation be issued Professor T. A. Houston to attend as long as he is active in debate at Southeastern.)

Shaver moved that the Tournament Director, with the advice of the president and the Advisory Council, be empowered to prepare a plan and to take such action as appears necessary to insure the adequate judges for the Tournament and contests. This motion was seconded and unanimously adopted.

The Executive Secretary reported that the Convention was the largest in history with 172 regular registrations and 63 student registrations for a grand total of 235 persons.

President McGlon reported to the Council on his term of office, commenting on several problems which had arisen and how these had been solved. He concluded by thanking all officers and other co-workers for the fine support and help which he had received during the year.

The Executive Council adjourned, sine die, at 11:45 a.m.

Respectfully submitted,
T. Earle Johnson,
Executive Secretary

A MESSAGE FROM THE PRESIDENT

GLENN R. CAPP*

In this first issue of the *Journal* since the Waco convention, I wish to express my appreciation to the Southern Speech Association membership for my election as President. I pledge my best efforts in arranging the program for the Birmingham convention and for carrying out the various projects of the Association.

I recall with interest my first attendance at a Southern convention fifteen years ago at Spartanburg, South Carolina. The Association has come a long way since that time. We should be proud. Yet, as we look about us today, we can but see many new frontiers to conquer. Our actual compared with our potential membership leaves much to be desired. I should like to set a goal of 600 active members by the time of the Birmingham convention. Our program should be expanded. Much needs to be done in forwarding the interests of speech, not only in our colleges and universities, but in our elementary and secondary schools. A better "selling job" needs to be done. Speech should bulk larger in our educational programs. This is not time to rest on our laurels.

Plans for the 1950 convention are progressing nicely. I started plans by writing some fifty letters to the past Presidents, the present officers and members of the Executive Council, and other key personnel asking for criticisms of past conventions and suggestions for our forthcoming meeting. The results are gratifying. The many interesting and constructive suggestions received will be helpful in planning the program. Now, I should like to extend this invitation for suggestions to all members. Write me your suggestions on the following: (1) criticisms of former conventions by which I might profit; (2) suggestions for new projects and programs for the 1950 convention; (3) suggestions of personnel to appear on the program, especially new teachers in our section. Your suggestions will receive my serious consideration and will be greatly appreciated.

Prospects of a great year for the S. S. A. are bright. Several committees have been steadily at work through the summer. By working together we can make this year the greatest in the history of the Association. Start planning now to attend the 1950 convention at Birmingham, Alabama, April 5, 6, and 7, 1950.

*President, 1949-1950, Southern Speech Association; Professor of Speech and Chairman of Speech Department, Baylor University.

BOOK REVIEWS

ESSENTIALS OF COMMUNICATIVE SPEECH. By Robert T. Oliver, Dallas C. Dickey, and Harold P. Zelko. New York: The Dryden Press, 1949; pp. xii & 338; \$2.60.

The objective of this textbook is set forth in the following words: "The authors have concentrated upon a comprehensive development of the minimum essentials which must be mastered by every student seeking effectiveness in public speaking." The topics covered in the volume's eleven chapters are:

1. Attitudes toward the process of oral communication.
2. Proper planning for speech-making.
3. Principles of speech organization and outlining.
4. Principles of finding, evaluating, selecting, and using appropriate materials for development and support of main ideas.
5. Characteristics of good speech presentation and the obstacles thereto.
6. Listening to the speeches of others.
7. Special applications of the above attitudes, skills, and perceptions to persuasive and expository speaking.
8. Representative types of visual aids and principles governing their effective use.
9. Methods and procedures governing the conduct of various forms of discussion and public deliberation.

The book's coverage is, therefore, well-suited to its announced purpose.

The authors of *Communicative Speech* have not attempted a unique treatment of their subject-matter. They have sought to write a relatively brief, direct, teachable textbook for beginning students of public speaking. One may, therefore, evaluate the book by applying to it two utilitarian tests: (1) Does it offer a clear exposition of the "minimum essentials" of communicative speaking? (2) Does it guide the student in his quest for mastery of these essentials? In the opinion of this reviewer the first of these expectations is admirably fulfilled while the second is seriously neglected.

The exposition of rhetorical theory is generally clear, easy to read, interesting, and comprehensive. The principles of selecting a speech subject (Chapter II) are freshly stated and focus the student's attention upon his probable audience at the earliest stages of preparation. Organization and outlining are amply discussed (Chapter III); however, the student may properly ask how he is to use the author's comparison of the conventional divisions of a speech with the Dewey Thought Pattern, Monroe's Motivated Sequence, and Borden's *Ho-hum* formula (pp. 61-63). Particularly stimulating is "Developing the Ideas" (Chapter IV), which presents proof, clarity, emphasis, and interest as integral and co-equal parts of rhetorical development. "Influencing an Audience" (Chapter VII) clearly and simply describes the audience factors which can work either for or against the speaker's purpose. "It is naive for the speaker to believe that the audience is going to be influenced solely by what he says," conclude the authors; thus placing in proper perspective the potential-

ties of the spoken word. In short, beginning students should derive from this book a balanced understanding of the forces at work in speaking situations.

But the student may also ask, "How do I do it?" or "When should I prefer the 'common ground' approach over the 'this-or-nothing' attack?" *Communicative Speech* answers the question, "How?" "When?" and "Under what circumstances?" only where selections of the speech subject and finding sources of information are discussed. Elsewhere, specific directions tend to be vague or absent. The persuasive speaker, for example, is advised to organize his speech in an inductive, logical, or narrative pattern; but the following words contain the only suggestions offered on applying this advice (pp. 251-252):

For one audience, you may find one method preferable to another. Likewise, certain subjects may lend themselves to one method instead of another. For the situation in which you find yourself, select the method you deem the most advantageous.

Again, the student is told that he will need definitions, examples, statistics, explanations, comparisons, contrasts, and restatements arranged in a spatial, chronological, casual, or topical pattern when he speaks to inform (pp. 200-210). However, no directions are given for the mixing and apportioning of these ingredients. *Communicative Speech* too frequently fails to guide the students effort to apply new principles. The two examples cited here are not exceptions.

Teachers and students will find in Chapter X, "Using Visual Aids," a useful and complete treatment of this increasingly important topic. Of less value is Chapter XI, "Discussions, Conferences, and Meetings." Here, procedures are explained with care, but relatively few suggestions are offered for the improvement of informal oral communication. The exercises at the end of each chapter will be of assistance to the inexperienced teacher.

Six speeches-in-print are provided as illustrative material.

Cornell University

CARROLL C. ARNOLD

GREEK PLAYS IN MODERN TRANSLATION.. Edited with an introduction by Dudley Fitts. New York: The Dial Press (distributed by The Dryden Press), 1947; pp. xiv + 596; \$3.75.

This edition of Greek plays consists of the best known tragedies of Aeschylus (*Agamemnon*, *Eumenides*, and *Prometheus Bound*), Sophocles (*Electra*, *King Oedipus*, *Oedipus at Colonus* and *Antigone*) and Euripides (*The Trojan Women*, *Medea*, *Hippolytus* and *Alceste*). In contrast to the translations used in other anthologies edited by Oates and O'Neill (*The Complete Greek Drama*, New York, 1938), and Howe and Harrer (*Greek Literature in Translation*, New York, 1924), where accuracy of rendition of the original Greek and scholarly perfection of wording is the deciding factor, Mr. Fitts has made use of the works of such translators as William Butler Yeats, Edith Hamilton, Frederick

Prokosch and others who have doctored their scripts for the modern stage. This is not to intimate that they are inferior, but that the emphasis, in most of them, is to make the language more idiomatic, the action more intelligible, and the chorus more acceptable to a modern audience than is possible in a literal translation.

Robert Fitzgerald, co-translator of several of the plays, indicates his concern with the problems of modern stage production in his commentary on *Oedipus at Colonus*. Noting that the medium of radio (Pitts' and Fitzgerald's translations of *Alcestis* and *Antigone* were produced by the National Broadcasting Company in 1939) is perhaps a more effective method of presenting Greek drama today in that it avoids the difficulties of staging, he advises the stage director to eliminate attempts to reconstruct the choric singing and dancing of the Greeks. Of his translation he says, "I have called the choruses choral poems, thinking that if the play were staged it would be luck enough to have them well spoken."

However, W. B. Yeats in his commentary on his translation of *King Oedipus* says:

This version was written for the Dublin players, for Dublin liturgical singers, for a small auditorium, for a chorus that must stand stock still where the orchestra are accustomed to put their chairs, for an audience where nobody comes for self-improvement or for anything but emotion. In other words, I put readers and scholars out of my mind and wrote to be sung and spoken. The one thing that I keep in mind was that a word unfitted for living speech, out of its natural order, or unnecessary to our modern technique, would check emotion and tire attention.

Of course Yeats had at hand a chorus of singers trained in chanting Gregorian music, which the producer in college or experimental theatre would probably not have. Yeats admits that the producer "has his own singers to think of and must be content with what comes to hand."

Francis Ferguson, who has translated Sophocles' *Electra* for this volume, discusses its production by the Bennington Theatre Studio in June, 1937, with helpful suggestions to the prospective director of any Greek drama, as to the dancing of the chorus, the chanting, and the emphasis to be put on the *peripeteia* (reversal of fortune) and the recognition device as they are illustrated in *Electra*.

Although all the commentaries on the plays are short, it is evident that an attempt is made by each translator to help with suggestions to bring the play alive to a modern audience. There are of course no intricate stage directions, it being assumed that the director will have to adapt the facilities at his command to the production. Though limited in number, the eleven tragedies included are probably those most likely to be successful on the modern stage. For example, although the three plays of Aeschylus' trilogy *Oresteia* are included, the *Electra* is Sophocles' version, which Mr. Fitts says he has included in the interest of variety of authors, but which also has more dramatic impact.

According to the introduction the book is for readers unfamiliar with Greek who want some acquaintance with these literary treasures. The translations rather than being bound to accuracy of wording attempt to "move more freely in the direction of re-creation, . . . to communicate to the modern reader whatever the translator conceives to have been the total impact of the poem upon its original audience." The book should be stimulating to theatre students as well as educational theatre directors interested in producing Greek plays.

University of Florida

DELWIN B. DUSENBURY

LIVING LITERATURE FOR ORAL INTERPRETATION. Edited by Moiree Compere. New York: Appleton-Century-Crofts, 1949; pp. xi & 451; \$3.00.

Mrs. Compere's book, a collection of selections to be used for public readings and as material for classes in interpretative reading, consists almost exclusively of writings by authors immediately "alive."

A brief introduction treats selecting, cutting, and adapting material for oral interpretation, and a later section discusses "Principles of Program Arrangement." These, together with a selective bibliography of sources for other reading material, constitute the editor's comment upon her subject. She gives no space to the principles or technique of reading. Section II contains seventeen selections of "Narrative Prose"; Section III is called "Fantasy"; IV is made up of "Essays—Factual and Facetious." A novelty in collections of this sort, Section V includes ten readings for Christmas. With few exceptions, the editor reserves poetry for the last two sections, VII containing an entire lecture recital, "Poetry and Laughter," in which, to demonstrate to the student, poems are interspersed with her comment upon the subject matter of the poems and upon humor in a casual, general fashion, and Section VIII entitled simply "Poetry."

In four of the longer selections the editor shows her method of cutting by including the omitted passages with lines drawn through them. With some of the others, such as Norman Corwin's radio script, "The Odyssey of Runyon Jones," she merely suggests possible cuttings to the reader in concluding notes.

The teacher contemplating this book as a possible text will have difficulty in assigning its proper place in his sequence of courses. He who believes with Mrs. Compere that the "Modern" achieves best results with beginning students will beg trouble by attempting to teach the eight dialect selections, three of them in Roark Bradford's thickest negroese, one from "The Education of Hyman Kaplan," and one of Milt Gross's "Nize Baby" stories which all teachers will admit have to be perfectly done to sound anything but excruciatingly embarrassing. In addition to dialect, the use of so much light verse and such an abundance of characterization problems would add to the already plentiful technical problems encountered in the first course.

Yet the selections are not, in content, of sufficient stature for a more advanced course. The poetry used especially seems to lack substance. While reading the book the reviewer was conscious of such an undue amount of

emphasis placed upon selections dealing with idyllic, sentimentalized children that he felt a need to read again *The Innocent Voyage* and the Saki short stories to re-achieve an equilibrium. Clearly the book is slanted toward the women's club approach in oral reading. Although preoccupation with the "living" in the narrow sense may be desirable, not one of the selections in Mrs. Compere's book is by a first-rate living author. Little emphasis upon ideas may be noted.

But seldom does anything in the book recommend it to the teacher who believes the widening of his students' mental horizons a concomitant value of any interpretation course offering college credit. Those who wish to use a light, intellectually undemanding collection will welcome the book.

University of Florida

ROBERT DIERLAM

THE LANGUAGE OF WISDOM AND FOLLY: Background Reading in Semantics. Edited and with an introduction by Irving J. Lee. New York; Harper & Brothers, 1949; pp. xxii + 357; \$3.00.

The subtitle of this book, *Background Reading in Semantics*, describes the material collected by Professor Lee. It is probable that enthusiasts of the semantic ideal will hail this anthology of some 75 selections as more grist for a mill which grinds fine material exceedingly finer. Critics of the "cultism" of General Semantics may argue that much of the material is obtuse, repetitious, and lacking in specific organization.

The list of authors represented in this collection is imposing. George Santayana, Gertrude Stein, H. G. Wells, Albert Einstein, William James, Aldous Huxley, Alfred Korzybski, Rudolph Carnap, Helen Keller, F. H. Allport, Henri Bergson, Ernst Cassirer are great names. The medical men quoted in the book are well known in their profession. The parts, nine in number, labeled, "The recognition of words as such," "The functions and purposes of language in use," "Matters of fact, fiction, and opinion," "Verbal fascination," "Escape from verbalism," etc., are neatly designed pigeonholes delineating a carefully outlined encompassment of the ideal of General Semantics. The introduction and the prologues to the various sections are handily pointed by Professor Lee. The selections, however, are rarely the best examples of the writing of the selected authors and sometimes one suspects they have been strained to make them accede to the general outline of the chapter headings. The reader will miss the steady march to a goal so apparent in Dr. Lee's earlier book, *Language Habits In Human Affairs*.

The few experimental studies reported do pique the curiosity of the student, particularly, "The Effect of Language on the Reproduction of Visually Perceived Form." Perhaps experimental studies might have deserved an entire section in the book. Sometimes the writers, experts in their own fields, betray a certain naiveté concerning the semantic point of view—which may, indeed, be

reason enough for including them in this anthology. However, the very short excerpts make more uneven ideological conception when one peruses the book in the usual orderly fashion from page 1 to page 357.

It may be that the selections will accomplish the author's avowed purpose of serving "as starting points for further exploration." The literature of the semantic perspective is slender enough. This book should assist students to become aware that some of the greatest modern thinkers are concerned with "language as it is involved in human evaluation and as it is related to the facts it is intended to represent," and that study of language is not confined to the academician, but reaches the fastnesses of the mathematician, physicist, anthropologist, lawyer, physician, psychiatrist, philosopher, sociologist, educator, artist, and literary critic. Professor Lee might well have included the business man, the labor leader, the politician, the advertising man, etc.

Southern Methodist University

HAROLD WEISS

YOU AND YOUR SPEECHES. By E. C. Buehler, Lawrence. Kansas: The Allen Press, 1949; pp. 256; \$3.00.

The reader of this book is aware that the book is designed to appeal to the student. Evidence of this is found in choice of words, style of writing, illustrations, and pen sketches which make the book easy and pleasant reading. The book is aptly described by the author in the preface where he states, "It is not a masterpiece of scholarly research, but rather a down to earth, practical, easy-to-grasp outline of the important speech problems and speechmaking situations and how to meet them."

The book has been divided into three parts. Part one, "A Look Around," introduces the student to speech. He is led to see the importance of speech and to understand why speech training is necessary. The following questions are suggested as a basis for the appraisal of a speech: 1. Did the speaker say something? 2. Was the speech well organized? 3. Was the language adequate. 4. Was the speech well delivered? 5. Was the speech applied to human relations? The last chapter of the first division concludes with a unique presentation of ten practical rules for speechmaking labeled as "The Ten Commandments for the Public Speaker."

Part Two presents seven basic problems with which the speaker must cope in speechmaking. These problems are: 1. "Self." 2. "What to Talk About and How to Prepare." 3. "How to Plan and Organize Your Talk." 4. "Supporting, Developing and Displaying an Idea." 5. "Words, Words, Words." 6. "Delivery, Platform Appearance, Voice and Action." 7. "Audience Response and Control."

Part Three gives consideration to voice, pronunciation, the five general purposes of speech, the occasional short talk, telephone conversation, micro-

phone speaking, interviews, conferences, discussion and parliamentary procedure. In order for the book to be practical as a text, a program of assignments has been included in the appendix.

Throughout the first two divisions of the book, the organization is clear and practical, but there is some doubt in the reviewers mind as to clarity of organization and practicality of material included in the third division. In this division, there seems to be a conglomeration of ideas presented without a definite purpose in view. It is clear to the reader that the first division is designed to give an appreciation of what speech means to an orderly society and to present some basic philosophies which are essential to effective speechmaking. The second division contains the fundamentals of speechmaking presented as seven basic problems of the speaker. There is little clarity of purpose in the third division with its chapters on, "Personal Mannerisms," "Your Voice in Everyday Life," "How Do You Pronounce It?," "The Five Aims of the Speaker," "The Occasional Short Talk," "Toastmastering and After-Dinner Speaking," "You Are Wanted on the Telephone," "Microphone Speaking," "Interviews, Conferences and Discussions," "Parliamentary Procedure." All of these items need to be included in training somewhere along the way, but I am not sure that the proper place for some of them is the beginning public speaking course, which is the only course that could conceivably be served by this text. The scope of material covered by the chapters in the third division is too varied to be included in one unified section. In spite of the weakness of the third division, I am of the opinion that there is enough practical, concise material included in the book to make it appropriate for a text in a beginning public speaking course.

Wake Forest College

FRANKLIN R. SHIRLEY

NEWS BY RADIO. By Mitchell V. Charnley, New York; MacMillan Company, 1948; pp. 403; \$4.00.

This is a book for both the student of radio news and the man in the news room. The beginner can avoid failures by mastering the techniques explained clearly and concisely with examples from newscasts. Equally clear—and valuable—are the suggestions for the more experienced radio news man with check lists to test his own effectiveness and that of his newsroom. If every radio news editor and every student of radio news would give more attention to such an analysis of news by radio as can be found in Mr. Charnley's book, we might hope for more effective newscasts on the air.

One chapter is devoted to a history of news by radio, including the Press-Radio war, the development of news services for radio, and wartime news coverage. This background material is followed by a discussion of the listening audience. Though brief, it is enough for the student of radio news to understand what he should know about those who will listen to the news he writes or edits. Within the limits of this small volume, the author has managed to throw out a challenge to the young men in radio news rooms, even

while he points out the contrasts and similarities of radio and the press as disseminators of news. In just twelve pages Mr. Charnley discusses the duties of newsroom personnel, newsroom organization, operation procedures and costs of operating a newsroom. He illustrates with examples from 250 watt stations as well as networks. Perhaps the most valuable chapters are those on writing and editing news. He discusses radio news style, using numerous examples of good and poor writing. The differences between newspaper and radio style are illustrated in parallel columns for comparison. How the news is put together into a newscast is illustrated with typical newswire material.

Radio's local news service, special events, news of special fields and news commentaries are discussed as adequately as one hundred pages allow. Although the final chapter on the law as it affects radio news seems sketchy, it does serve to remind the student that there are certain responsibilities which the radio news editor must accept. By referring to the appendices he may learn the codes for self-regulation by news broadcasters and the standards for education for radio journalism as established by the Council on Radio Journalism. For those in the industry there is a report of the WRC Style Book and a check list for radio newsroom self analysis.

This is an excellent text for classes in radio news and a good reference book that should be in every radio news room. It is authoritative and to the point. Perhaps its greatest fault—or virtue, according to your point of view—is the amount of information which Mr. Charnley has attempted to pack into four hundred pages. The casual reader will find it entertaining, but may miss the significance of some points that are made with extreme brevity.

Louisiana State University

LUCILE RUBY

VOICE AND DICTION. By Victor A. Fields and James P. Bender. New York: The MacMillan Company, 1949, pp. viii + 368; \$4.00.

The authors describe this book saying, "*Voice and Diction* contains hundreds of exercises which we have used during the last twenty-two years of clinical and classroom work in reeducating the speech and voice faults of children, high school and college students, business executives, salesmen, radio announcers, singers, teachers and candidates for competitive oral examinations. The book is designed as a reference manual and a text. Emphasis is on drill material, tested on many thousands of cases of individuals with functional difficulties of speech and voice. Only a modicum of theory is given, enough—we believe—to make the exercises understandable."

The book contains 366 exercises arranged in seven groups or chapter headings, entitled, "Breathing," "Voice," "The Consonants," "The Vowels," "Ear Training," "Pronunciation," and "Oral Reading." The exercises themselves cover a wide range of materials and purposes. There are numerous exercises for virtually every type of speech and voice defect, most of which can be used without modification. The value of the book will be chiefly in its use as a

TH

ACT
rich

HITS
—and

SHE
logue

reference or source book for materials by speech clinications and others working in the area of voice improvement.

The authors have included little more theory than is absolutely necessary to introduce the groups of exercises. However, Chapter One, entitled "Speech and Voice Improvement" is a short one dealing with types of difficulties, habit formation, speech standards, the speech mechanism and several other topics. All of these are treated too superficially to serve either the student who might use the book as a text or for the teacher who uses it either for a text or a reference book. It is regretted that the authors did not include a list of references whereby the student could gain a more complete knowledge of the over-all problem of the topics covered.

Voice and Diction should serve an extremely useful purpose as a reference book for the teacher of speech and voice anomalies. In the opinion of this reviewer, it is not at all suitable as a single text, although it might well be used as a supplementary text in a course in voice and diction. As a storehouse of vocal exercises of wide variety it is unexcelled and should, therefore, find wide usage in the professional library of speech correctionists.

University of Alabama

T. EARLE JOHNSON

THREE BRAND NEW MONOLOGUE COLLECTIONS

ACT ALONE AND LIKE IT. By Mary Louise Hickey. Her vignettes are all her own, rich in recognizable psychologies, decidedly different from anybody else's.

Price, \$1.00

HITS FOR MISSES. By Joyce R. Ingalls. Thirteen monologues for the teen age miss—and thirteen in this case is not an unlucky number!

Price, 75 Cents

SHE SAYS. By Edna Stephens Maxwell. Twelve Distinctive and Amusing Monologues, which refreshingly possess an original note and offer humor at its best.

Price, \$1.00

BAKER'S PLAYS
Boston 11, Mass. and Denver 2, Colorado



